

**A Case Study of PBI Students Taking the Sekolah TOEFL**

**A Thesis**

**Submitted as a Partial Fulfillment of  
the Requirements for S1-Degree**



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## ABSTRACT

### A CASE STUDY OF PBI STUDENTS TAKING THE SEKOLAH TOEFL

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This research describes about the process of online learning and teaching in Sekolah TOEFL. The problem of this research are how the online learning process at the Sekolah TOEFL and what are the difficulties and advantages experienced by students at the Sekolah TOEFL. The objective studies of this research are describing the online teaching-learning process in Sekolah TOEFL and knowing the difficulties and benefits experienced by students at Sekolah TOEFL.

Research method, the researcher used case study design with qualitative approach consisting of some data in the form of word, phrase and sentence. It is used to describe something that is known to have happened in the process of teaching activity. In conducting the research, the researcher collected data through observation by preparing observation sheet and observing the field. Other hand, the researcher conducted documentation by taking picture during observation as the evidence that the researcher did the research. The researcher also interviewed the students to get more information. Before doing the interview, the researcher made the interview guide. The researcher conducted the three techniques, they are observation, interview and documentation. The subject of this research were two PBI students taking the Sekolah TOEFL.

The result of this research shows that the teaching-learning process at Sekolah TOEFL are: students participation and online learning content. Sekolah TOEFL uses LMS (Learning Management System) as its online-learning system. The LMS in Sekolah TOEFL includes components as follows: uploading and sharing materials, forums and chats, and quizzes. The difficulties experienced by the students: to communicate directly with the tutors, to download videos material with the poor internet connection. The benefit experienced by the students: free online TOEFL courses, get complete TOEFL material, can learn TOEFL anytime and anywhere.

**Keywords:** *Benefits of Sekolah TOEFL, Students Difficulties at Sekolah TOEFL, Teaching and Learning Process of Sekolah TOEFL.*





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## MOTTO

ذَٰنَرَ زِ وَ إِنْ (إبراهيم : 7) <sup>١</sup>

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“ And [remember] when your Lord proclaimed, 'If you are grateful, I will surely increase you [in favor]; but if you deny, indeed, My punishment is severe.’” (QS. Ibrahim : 7)

“Keep smile when you are sad and cry when you are happy,” (Dani Sayuti)



<sup>1</sup>Syamil Al-Qur'an, *Special Al-Qur'an for Woman*, (Bandung: Sygma, 2005), p. 281.

## DECLARATION

I hereby stated that this thesis entitled “A Case Study of PBI Students Taking the Sekolah TOEFL” is completely my own work. I am fully aware that I have quoted some statements and theories from various sources and they are properly acknowledged in the text.

Bandar Lampung, August 2019

Declared by

**Dani Sayuti**  
**NPM. 1411040226**



## DEDICATION

From the deep of my heart, this thesis is dedicated to everyone who cares and loves me. I would like to dedicate this thesis to:

1. My the most honorable and beloved parents Mr. Saprudin and Ms. Siti Romlah who give me true love, motivation, and everything for my life.
2. My beloved Brother and Sisters, Alfian Hakiki, Rima Maulina and Ade Putri Utami who always support me in each condition.
3. My Team on PT INFOGEH MEDIA GRUP, Agung Budi Prabowo, Abdul Aziz Rahmat, Faizal Akbar and Alfian Hakiki who always support me.
4. My Beloved Vila Kecil Family who make my life always meaningful and colorful.
5. My dear friend who has accompanied you from the beginning of college until now: Apriska Parancana Putri, Rahmat Fajar, Umi Zela Mutia, Balqis Jauza Adisya.
6. My friends who give motivation one another and help me to finish this thesis.
7. My beloved almamater UIN Raden Intan Lampung.

## **CURRICULUM VITAE**

Dani Sayuti was born on September 8<sup>th</sup>, 1994 in Tanjung Karang Pusat, Bandar Lampung. He lives in Kaliawi, Tanjung Karang Pusat, Bandar Lampung. He is the second child of four children of the couple Mr. Saprudin and Ms. Siti Romlah. He has two sisters and one brother named Rima Maulina, Ade Putri Utami and Alfian Hakiki.

He began formal education at Elementary School at Madrasah Ibtidaiyah Negeri (MIN) 1 Tanjung Karang, Bandar Lampung, and accomplished in 2004. After that, he sustained her study to Junior High School at Madrasah Tsanawiyah Negeri (MTsN) 1 Pahoman, Bandar Lampung and completed in 2009. Then, he prolonged her study to Senior High School at Madrasah Aliyah Negeri (MAN) 1 Model Sukarame, Bandar Lampung and done in 2012. In 2014, he was registered as a student of English Education Study Program of UIN Raden Intan Lampung. He was active in organization in the campus when she was in first semester until last semester that is HMJ English Students Associaton (ESA), UKM Blitz. He is currently developing a business in the digital world in the form of online information media.



## ACKNOWLEDGEMENT

*Bismillahirrohmanirrohim,*

Alhamdullilahirobbil'alamin, Praise to be Allah the most Merciful, the almighty God, for blessing with His mercy and guidance to finish this thesis. The *sholawat* be to our prophet Muhammad Peace be Upon Him, with his family and followers. This thesis entitled, "A Case Study of PBI Students Taking the Sekolah TOEFL" is submitted as compulsory fulfillment of the requirements for S1 degree of English Education Study Program at Tarbiyah and Teacher Training Faculty, the State of Islamic Studies (UIN) Raden Intan Lampung. Without help, support and encouragement from several people and institution, this thesis would never come into existence.

Therefore the writer, would sincerely thank:

1. Prof. Dr. Nirva Diana, M.Pd, the Dean of Tarbiyah and Teacher Training Faculty UIN Raden Intan Lampung and his staff who have given an opportunity and the help for the writer when on going the study until the accomplishment of this thesis.
2. Meisuri, M.Pd, the chairperson of English Education Study Program of UIN Raden Intan Lampung.
3. Bambang Irfani M.Pd, the first advisor for guidance and help to finish this thesis.
4. Agus Hidayat, M.Pd, the co-advisor, who has always patiently guided, valuable helped and given countless time for completion the thesis.

5. Mr. Budi Waluyo as a founder of Sekolah TOEFL. And all off students at Sekolah TOEFL.
6. His special and good friends who always give contribution to accomplish this thesis. They are: Gaby Chintya and Abdullah Haris Tandoko, who always give support and help.
7. His beloved Lecturers of English Education Study Program of UIN Raden Intan Lampung.
8. His beloved friends of English Education Study Program of UIN Raden Intan Lampung in class D.

May Allah the most Glorified and Exalted, give goodness and blesses for all guidance and help that have been to the writer. Finally, none or nothing is perfect and neither is this thesis. Any correction, comments, and criticism for this thesis are always open-heartedly welcome.

Bandar Lampung, 12 September 2019

The Writer,

Dani Sayuti



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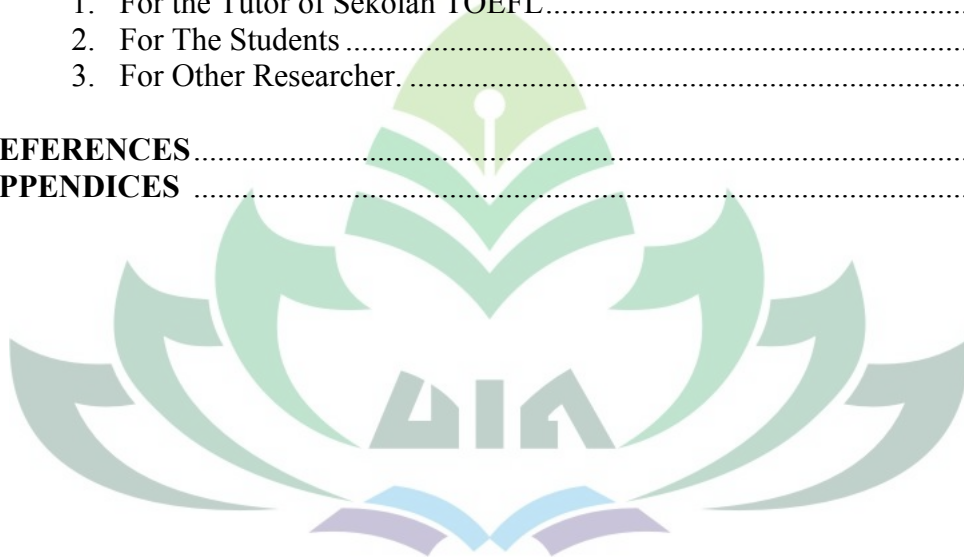
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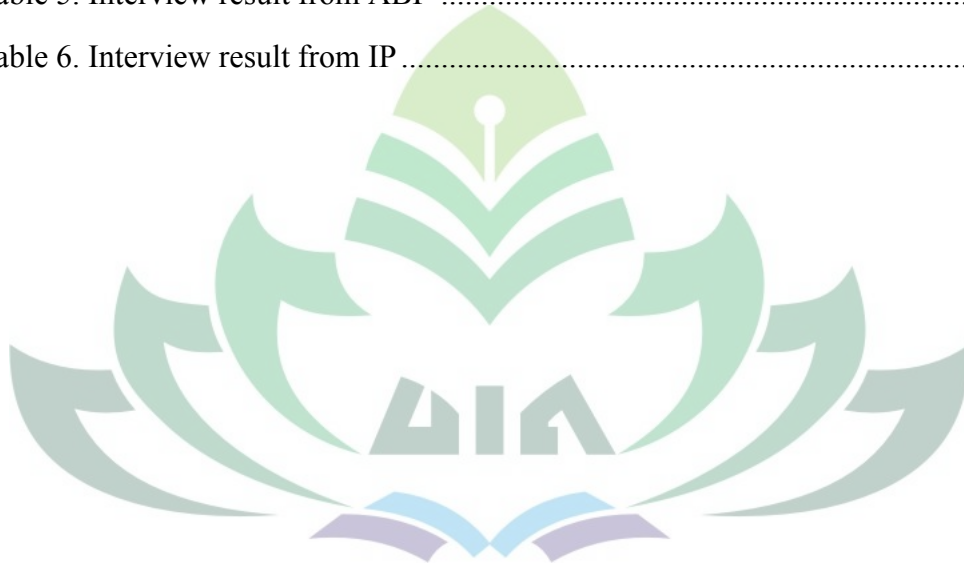
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## CHAPTER I INTRODUCTION

### A. Background of the Problem

English language skill in this age of globalization is very important. All areas of life today require the mastery of English language, including the education sector. Brown said, “English has become a tool for international communication in transportation, commerce, banking, tourism, technology, diplomacy and scientific research”. Furthermore, Talebinezhad and Aliakbari state that English as an international language is one of the most important means for acquiring access to the world’s intellectual and technical resources.<sup>1</sup>

English in Indonesia is so important because it can give you a lot of benefits. One of them is getting a job. There are actually some job positions that require people to know or understand English. People will interview their potential workers by using English. If you can already use the language with ease then you could actually ace the interview. It is a great way to land a job in Indonesia. Also, you might want to learn Indonesian work culture to help you out.<sup>2</sup>

Unlike in many countries like Malaysia and India where English is considered as a second language that is officially used at schools, governmental institutions, and so forth, English is still used as a foreign language in Indonesia. According to

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<sup>1</sup> Mohammad Reza Talebinezhad and Mohammad Aliakbari, *Basic Assumptions in Teaching English as an International Language* (Online), available on : <http://iteslj.org/Articles/Talebinezhad-EIL.html> (April 25<sup>th</sup>, 2019)

<sup>2</sup> Admin, *factsofindonesia* available on: <https://factsofindonesia.com/the-importance-of-learning-english-in-indonesia> (April 25<sup>th</sup>, 2019)



Harmer, English as a foreign language describes the situation where students are learning English to use it with any other English speakers in the world - when the students may be tourists or business people.<sup>3</sup> Due to this consideration, the English language has not been used on a daily basis in the country, but only at a particular place and occasion like at an English class at school or on a business meeting at an international company.

Since English is considered as a foreign language in Indonesia, TOEFL that stands for Test of English as a Foreign Language is used as the standardized exam that measures the ability of non-native English speakers to use and understand the English language as it is heard, spoken, read and written in university classrooms.<sup>4</sup> According to English Testing Service (ETS), the institution that officially holds the test all over the world, TOEFL is the most widely respected English-language test in the world, recognized by more than 9,000 colleges, universities and agencies in more than 130 countries, including Australia, Canada, the United Kingdom, and the United States.<sup>5</sup> iBT (Internet-Based Test) and PBT (Paper-Based Test) are the two official formats of TOEFL.<sup>6</sup> iBT TOEFL, which measures academic skills in classroom settings, is offered all around the world and administered via internet while TOEFL PBT, which measures reading, listening, grammar, and writing skills, is offered only in locations where testing

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<sup>3</sup> Jeremy Harmer, *The Practice of English Language Teaching: Fourth Edition* (Essex: Longman Press, 2007), p.19

<sup>4</sup> Admin, *TOEFL iBT Test* (Online), available on: <https://www.ets.org/toefl/ibt/about> (September 15<sup>th</sup>, 2016)

<sup>5</sup> *Ibid.*

<sup>6</sup> *Ibid.*

via the Internet is not available.<sup>7</sup> ETS explains that both types can be taken on fixed dates, more than 50 times a year around the world at the location we can choose nearby.<sup>8</sup>

Closely linked to the explanation above, there are several reasons why taking the TOEFL test is beneficial. The first reason is that it is one of the requirements for the graduation of undergraduate students at most universities in Indonesia. Especially At the Islamic State University (UIN) of Raden Intan Lampung, the students of the English Education Study Program are obligated to gain the minimum score of 450 while those enrolled in non-English programs are required to pass the minimum score of 400.<sup>9</sup> It makes sense that the minimum score of English students is greater than the standardized score from any other majors since their specialization is English and they are expected to do the test properly as well as to get a better score.

However, the quality of English proficiency of Indonesian people is still low in average. Ichsan in Arifuddin tested English language proficiency of his students by using TOEFL.<sup>10</sup> From his study, he found that the TOEFL score of the students is low and listening comprehension is the most difficult skill.<sup>11</sup> Although no detailed information about what makes listening skill low, the study reveals a description of English proficiency of some English students in Indonesia.

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<sup>7</sup> *Ibid.*

<sup>8</sup> *Ibid.*

<sup>9</sup> *Surat Edaran Rektor: Ketetapan Skor TOAFL dan TOEFL Sebagai Syarat Munaqosyah Bagi Mahasiswa Bagi Mahasiswa Program S-1 IAIN Raden Intan Lampung*, Unpublished

<sup>10</sup> Arifuddin Arifuddin, *Ranking of Causes of Failure to Infer Implicature in TOEFL-like Based on Gender* (Helsinki: Academy Publisher, 2014), p.1335 (Online), available on <http://academypublication.com/issues/past/tpls/vol04/04.pdf/> (September 10th, 2016)

<sup>11</sup> *Ibid.*



To get a better TOEFL score is not easy, many students at the Islamic State University (UIN) of Raden Intan Lampung take TOEFL courses to get high TOEFL score. There are several students who take TOEFL courses with an online learning system.

The use of computer technology and internet are making possible for online learning. The development of new technologies has promoted an astounding growth in distance education, both in the number of students enrolling and in the number of universities adding education at a distance to their curriculum (Garrison, 1990) e-learning has become a part of education system. The distance learner defined as one who is physically separated from the teacher<sup>12</sup>, has a planned and guided learning experience, and participates in a two-way structured form of distance education that is distinct from the traditional form of classroom instruction.<sup>13</sup>

E-learning offers a lot of advantages to learners, such as flexibility, students have the chance to study in their own time and especially for free. It represents a great way to study many fields. An access to all resources of a traditional course helps participants learn wherever they are, leaving them the freedom to choose the time for study. With basically an Internet connection, a person can attend different courses.

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<sup>12</sup> Greville Rumble, *The management of distance learning systems*, (UNESCO : International Institute for Educational Planning, 2002), p.16

<sup>13</sup> Pete Williams and David Nicholas and Barrie Gunter, *E-learning: what the literature tells us about distance education : Vol.57* (Emerald Group Publishing Limited, 2005), p.111

The application of e-learning model has components that needs to be paid attention to in order that a learning model can be sustainable and give influence in its implementation. These components are e-learning system and e-learning content. In connection with learning, the use of information technology in this e-learning is required not only skilled educators to utilize technology and technology for the manufacture of teaching materials, but needed a system in order to implement the learning effectively.

One online course that consistently wants to improve the quality and quality of education by utilizing information and communication technology is Sekolah TOEFL founded by Budi Waluyo. Waluyos' Sekolah TOEFL offers an alternative way to learn TOEFL by distance. Waluyos' Sekolah TOEFL is an online school specialized in TOEFL ITP preparation course. The TOEFL used in the course is TOEFL Prediction Test; this kind of TOEFL varies in varying degrees of difficulty depending on the course institution so it is named TOEFL Prediction Test. The learning system in Budy Waluyos' Sekolah TOEFL is based on online learning. Students in the Sekolah TOEFL come from a variety of backgrounds.

The researcher found that there were several students of English education UIN Raden Intan Lampung who are still attending TOEFL courses online at the Sekolah TOEFL, with the aim of increasing their TOEFL scores which are still below the Standard to fulfill the requirements in order to graduate from UIN Raden Intan Lampung.

There are several previous studies about online learning system. The First previous study was conducted by Sandy from Islamic State University of Raden Intan Lampung entitled an analysis of the online learning system (ols) for the students of sekolah TOEFL. He conducted qualitative research in order to know the benefits of online learning system for students of Sekolah TOEFL. The result of the research are According to the observation data, the researcher found that the learning system implemented in the program was explained in the study guideline. Thus the students and other stakeholders could understand how the teaching and learning run. There were brief and complete descriptions on what the students had to do, what they could expect, and even what the instructor expected from them. They were all mentioned in the study guideline.<sup>14</sup>

The Second previous study was conducted by Luthfian from Yogyakarta State University entitled improving students' writing skill through english web blog among year x students of sma negeri 7 purworejo in the academic year of 2010/2011. He conducted qualitative research in order to know the use of the web blog to improve students' writing skills. The results of this research is a weblog is an online tool in communication which can be used in learning process freely. Web blog is one of the application of computer network technology that has been utilized besides multimedia, email, electronic journals, database, World Wide Web, chat, audio and video conferencing etc. Web blog is interactive so it allows

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<sup>14</sup> Alvin Kurnia Sandy, *An Analysis Of The Online Learning System (Ols) For The Students Of Sekolah Toefl*, Available on: <http://repository.radenintan.ac.id/1370/> (January 14<sup>th</sup> 2018).



the students to communicate quickly and easily with their classmates, their teacher, and even with native speakers of the target language.<sup>15</sup>

Based on previous research, The researcher can conclude that all previous research display advantages and usefulness rather than online learning systems, which can facilitate students learning English online for free. With a free online learning system, it can save costs, and does not take students too much time in studying or online courses because it can be done anywhere and anytime.

There are several differences between previous research and current research. Previous research only examined the advantages of online learning systems that are currently available and conducted at the Sekolah TOEFL. While the current research will examine more deeply the learning process, the weakness and benefits experienced by PBI Students UIN Raden Intan Lampung at Sekolah TOEFL.

Based on the reasons mentioned, the researcher wants to examine more about various kinds of problems, advantages, difficulties and learning processes carried out by students of English Education Study Program at UIN Raden Intan Lampung at Sekolah TOEFL, and arrange them in a scientific work namely thesis. The researcher entitled his thesis **“A Case Study of PBI Students Taking the Sekolah TOEFL”**.

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<sup>15</sup> Akhid Luthfian, *Improving Students' Writing Skill Through English Web Blog Among Year X Students Of Sma Negeri 7 Purworejo In The Academic Year Of 2010/2011*, Available on: <http://eprints.uny.ac.id/18609/> (January 15<sup>th</sup> 2018).

**B. Identification of the Problem**

Based on the background, the researcher identified the problems as follows :

1. The English proficiency of Indonesian students, teachers, and lecturers, was little, proven by the low score of TOEFL that did not reach the minimum requirement according to Arifuddin;
2. There are English Education Students still have low TOEFL scores.

**C. Limitation of the Problem**

There are many students at the Sekolah TOEFL and an online learning system that can be observed. But in this study the researcher limits the problem only on a case study PBI Students taking the Sekolah TOEFL. It focuses on the learning process, benefits, difficulties, of PBI Students at Sekolah TOEFL.

**D. Formulation of The Problem**

Based on the background mentioned earlier, the researcher formulated the research question as follows :

1. How is the learning process of PBI Students of UIN Raden Intan Lampung at Sekolah TOEFL?
2. What are the difficulties encountered by the PBI students of UIN Raden Intan Lampung while learning online at Sekolah TOEFL ?
3. What are the benefits of online learning at Sekolah TOEFL for PBI Students of UIN Raden Intan Lampung ?

### **E. Objective of the Research**

The objectives of this research are:

1. To know the learning process of PBI Students of UIN Raden Intan Lampung at Sekolah TOEFL;
2. To know the difficulties encountered by the PBI students of UIN Raden Intan Lampung while learning online at Sekolah TOEFL;
3. To know the benefits of the online learning at Sekolah TOEFL for PBI Students of UIN Raden Intan Lampung.

### **F. Significance of the Research**

The purposes of this research intended by the researcher were :

1. To provide beneficial information and useful input to improve the quality of the Online Learning System (OLS) that is implemented at Sekolah TOEFL;
2. To give further information about Sekolah TOEFL, its Online Learning System (OLS), and its method of teaching and learning;
3. To become a reference for further research about the implementation of the Online Learning System (OLS) for the students.



## **G. Scope of the Research**

The researcher formulated the scope of the research as follows:

### **1. Subject of the Research**

The subject of the research is PBI Students Taking the Sekolah TOEFL.

### **2. Object of the Research**

The object of the research is the program run by Sekolah TOEFL, including the teaching-and-learning processes, the benefits and difficulties faced by PBI Students at Sekolah TOEFL.

### **3. Place of the Research**

The researcher conduct the research at Sekolah TOEFL.

### **4. Time of the Research**

The researcher conduct the research in Mei 2019 while the students at Sekolah TOEFL are participating in the program.

## **CHAPTER II**

### **REVIEW OF LITERATURE**

This chapter presents some review of related theories; it covers of the teaching and learning speaking, the definition of online learning, the definition of distance education and the definition of Sekolah TOEFL.

#### **A. Concept of Teaching and Learning**

##### **1. Concept of Teaching**

According to Brown, teaching is showing or helping someone learn to do something, giving instructions, guiding in the study of something, providing with knowledge, and causing to know. He adds that teaching is guiding as well as facilitating learning, and enabling the learner to learn to set the condition for learning.<sup>1</sup> Furthermore, Harmer argues that teaching is to help the students understand something.<sup>2</sup> Thus, it can be concluded that teaching is a process of helping someone learn and understand something by guiding and providing knowledge as well as instructions to the students.

Brown explains that there is a number of concerns in teaching due to no teaching-learning context that is perfect.<sup>3</sup> There are always imperfect circumstances for teachers to deal with. They are large-class teaching, multiple proficiency levels in the same class, compromising with the institution, discipline, and cheating.

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<sup>1</sup> H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy* (San Francisco: Longman, 2000), p.7

<sup>2</sup> Jeremy Harmer, *The Practice of English Language Teaching: Fourth Edition* (England: Longman Press, 2007), p.56

<sup>3</sup> H. Douglas Brown, *Op.Cit.*, p.196

First, a large class that has more than a dozen people or so presents some problems including minimum individual teacher-student attention, fewer opportunities for the students to speak, and limited teacher's feedbacks on students' written work. Second, multiple proficiency levels in the same class, especially in large classes, bring a problem that the teacher should challenge the higher-level students and not overwhelm the lower-level students, and at the same time keeping the middle group well-paced towards the goal of the teaching-learning. Third, another challenge is one that most teachers have to deal with is to teach under institutional conditions that do not meet their ideal standards or philosophy of education, for instance, physical conditions in the classroom that are onerous, administratively imposed constraints on what and how to teach, and courses that are test-focused rather than language focus. Fourth, although all students are hard-working, intrinsically motivated, active, dedicated, and intelligent, teachers will still have discipline problems caused by various reasons such as noisy classroom condition. Last, cheating is a violation of standards of individualized responses to test or other exercises. As a conclusion, how teachers deal with these challenges is the most significant factors contributing to successful teaching-learning process.



## 2. Concept of Learning

Learning is the process of skill acquisition as Brown states that learning is acquiring or getting of knowledge of a subject or a skill by study, experience or instructions. It is a relatively permanent change in a behavioral tendency and the result of reinforced practice.<sup>4</sup> According to Driscoll, learning is a persisting change in human performance or performance potential.<sup>5</sup> To be considered learning, a change in performance must come about as a result of the learner's interaction with the environment. Learning requires experience. How these experiences are presumed to bring about learning distinguishes different learning theories. Additionally, learning process involves activeness, conscious focus as well as acting upon events either outside or inside an organism, and also some forms of practices, perhaps reinforced practices. Thus, it can be interpreted that learning is the experience-based process of acquiring knowledge that involves activeness and practices that bring relatively permanent change in behavior.

There are three traditional, dominant theories that provide different perspectives on how learning occurs.<sup>6</sup> First, the theory of behaviorism states that learning focuses on observable behavior rather than non-observable mental events. It suggests learning is a relatively permanent change in behavior due to experience. The learner must be engaged in the behavior in order to learn. Second, the theory of cognitivism meaning understanding the

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<sup>4</sup> *Ibid*, p.7

<sup>5</sup> Admin, *How People Learn* (Online), available on:  
<http://archive.tlt.psu.edu/learningdesign/audience/peoplelearn.html> (September 14<sup>th</sup>, 2016)

<sup>6</sup> *Ibid*.

mind considers how people perceive, interpret, remember and think about the environmental events they experience. It suggests learning occurs when information is mentally processed and the structure of learner's knowledge changes. And the last, the theory of constructivism, which is also internally oriented, asserts that one's knowledge, as well as the learning process itself, is constructed by the learners according to their interpretation of their own experiences. These three theories are the three broad learning theories that have been influencing education and guiding instructional practice since the 1800's as Baroque and Melo says and is cited in Crawford.<sup>7</sup>

### 3. Process of Teaching and Learning

Teaching-and-learning process is divided into steps. According to Indonesia's Ministry of Education and Cultural Affairs Regulation Article 3 of Law Number 103 of 2014 on Teaching-Learning of Basic and Secondary Educations, there are three basic steps of teaching-learning.<sup>8</sup> The first one is pre-teaching activity, which includes everything teachers do at the beginning or initial stage of teaching, for example, recalling past experiences, asking questions, explaining the goals of the lessons, and predicting what may become the problem in their upcoming class. The second one is whilst-teaching activity, which includes everything teacher do in the middle of teaching-and-learning activity in order to achieve the goals of the lessons. It

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<sup>7</sup> Jayne Crawford, *Learning Theories that Encompass Distance Education* (Idaho: Boise State University, 2009), p.4

<sup>8</sup> Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia No 103 Tahun 2014 Tentang Pembelajaran Pada Pendidikan Dasar dan Pendidikan Menengah (Online), available on: <http://pgsd.uad.ac.id/wp-content/uploads/lampiran-permendikbud-no-103-tahun-2014.pdf/> (January 24<sup>th</sup>, 2017)

includes exploring, describing, explaining, demonstrating, and evaluating. It is run based on the lesson plans prepared by the teacher. The last one is post-teaching activity, which is the end of the teaching-and-learning process, for example, summarizing the lessons learned on that day, assessing the students, and giving feedbacks.<sup>9</sup>

Related to the concept above, Garner cited in Wells-Papanek has developed a human-centered and learner-directed instructional model, which has successfully used with students of all age around the world. This model of teaching-and-learning is divided into five steps as follows:<sup>10</sup>

**a. Explore**

This is the first step in which teacher starts with an interesting and engaging non-academic exercise such as imagery, a piece of literature, words, symbols, etc. to help the students develop cognitive structures such as noticing patterns and relationships to then apply to content areas. Teacher encourages student-generated questions and comments to share their curiosity, observations, and what they notice. Students need to “see with their eyes” the physical characteristics of objects and “see with their minds” the connections and unusual things they notice and have questions about.

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<sup>9</sup> Admin, *Pelaksanaan Pembelajaran*, available on: <http://silabus.org/pelaksanaan-pembelajaran/> (February 14<sup>th</sup>, 2017)

<sup>10</sup> Doris Well-Papanek, *Effective Instructional Flow*, available on: <http://www.designlearning.us/instructional-flow/> (January 15<sup>th</sup>, 2018)



**b. Describe**

Teacher provides time for students to describe and discuss with each other and with the class what they noticed and wondered about. Encourage students to ask questions. This is an excellent opportunity for a formative assessment to gain insight into the types of words learners use to think and communicate, their level of knowledge, and how they process information.

**c. Explain**

Teacher clarifies and builds on student descriptions, introduces new material concepts, and asks students what sense they are making of it all and expand their processing.

**d. Demonstrate**

In this step, students share evidence of learning outcomes, by analyzing and integrating information and applying their understandings.

**e. Evaluate**

In the last step, students and teacher reflect on and evaluate the effectiveness of the lesson, how it could be improved, and what questions come to mind as a result of the experience.

## **B. Concept of Distance Education**

As of now, the digital age has greatly increased the development of education through the fast and enormous number of information with the help of the internet. This technological breakthrough brings a change to traditional teaching-and-learning that is called distance education. According to Moore cited in Jonassen et. al. and is cited in Crawford, distance education is all arrangements for providing instruction through print or electronic communication media to persons whom engaged in planned learning in a place or time, which is different from that of the instructor or instructors. It allows and facilitates interaction between distance learners through technologies such as email, computer conferencing, and online databases.<sup>11</sup> Crawford adds that it also makes the formation of learning-communities easier and globalized teaching-and-learning process, as people from all over the world can be involved.<sup>12</sup> Finally, it can be defined that distance education is a teaching-and-learning situation in which the students and the instructor are not in the same learning environments, including time and place, so that the technological devices are used in order to facilitate the process of teaching-and-learning.

As explained before, that the three learning theories of behaviorism, cognitivism, and constructivism, are the three broad learning theories. These theories, however, were developed in a time when learning was not impacted

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<sup>11</sup> Jayne Crawford, *Op.Cit.*, p.3

<sup>12</sup> *Ibid.*, p.10

through technology.<sup>13</sup> Today on which technology recognizes how we live, how we communicate, and how we learn, there is a new, emerging theory of learning called connectivism. According to this theory, learning begins when learners join together in a learning community, and knowledge is then put into action by discussing, sharing, and thinking as Crawford explains.<sup>14</sup> Siemen adds that in the theory of cognitivism, learning is focused on connecting specialized information sets, and the connections that enable us to learn more are more important than our current state of knowing.<sup>15</sup>

There is a main difference among connectivism and the three learning theories. According to Siemen, behaviorism, cognitivism, and constructivism define that learning occurs inside people. Those theories do not address learning that occurs outside of people, learning that is stored and manipulated by technology. He adds that most learning theories are concerned with the actual process of learning, not with the value or what is being learned. However, the theory of connectivism explains that learning can reside outside of person, meaning within an organization or an online database.<sup>16</sup> Thus, connectivism brings a new sight on how learning occurs.

Implementation of connectivism learning theory is also seen in the distance learning system. The availability of digital media in conditions of distance

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<sup>13</sup> George Siemen, *Connectivism: A Learning Theory for the Digital Age*, available on: [http://www.itdl.org/Journal/Jan\\_05/article01.html](http://www.itdl.org/Journal/Jan_05/article01.html) (February 12<sup>th</sup>, 2017)

<sup>14</sup> Jayne Crawford, *Op.Cit.*, p.10

<sup>15</sup> George Siemen, *Loc.Cit.*

<sup>16</sup> *Ibid.*

learning is very adequate, such as websites, video calls and live streaming. Digital media in the form of websites can be the main center of learning resources for distance learning systems. In the implementation of these two concepts is called the online learning system.

### **C. Concept of Online Learning System**

#### **1. Definition**

Beale and Klopfer in Gholami state that decades ago, the concepts of learning and teaching was almost restricted in traditional classroom environments. Teachers were presenting new knowledge for learners via textbooks and chalkboards in classrooms that were defining the context of learning.<sup>17</sup> Not having sufficient control on the learners beyond classroom environments, abundant with authentic opportunities to gain knowledge, teachers are trying to establish predefined learning materials in classrooms. That is how teaching and learning run traditionally.

The expansion of technological applications such as computers and mobile phones in the past three decades has impacted our life from different perspectives. Language teaching is no exception and like other fields of study, it has also been influenced by new language teaching sources and software. More recently, there has been a passionate debate about the usefulness of the smartphones or mobiles for educational purposes and their possible uses in English language instruction. This opened a new concept and

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<sup>17</sup> Javad Gholami and Ghader Azarmi, *An Introduction to Mobile Assisted Language Learning* (Houston: International Journals of Multidisciplinary Research Academy, 2012), p.1



view of learning through an online platform, namely Mobile Learning or M-Learning as Bachmair, Pachler, and Cook state and is cited in Azarmi.<sup>18</sup>

Pachler and Cook in Gholami further define Online or Mobile Learning as the processes of coming to know and being able to operate successfully in, and across, new and ever changing contexts and learning spaces with an emphasis on understanding and knowing how to utilize our everyday life-worlds as learning spaces.<sup>19</sup> Additionally, Ally in Gholami mentions that it allows learners to access learning materials and information from anywhere and at any time.<sup>20</sup> Thus, it can be concluded that Online or Mobile Learning is a new concept in teaching and learning that provides language teachers and students new opportunities for interaction and increases flexibility in teaching-learning process in different situations and conditions.

## 2. Benefits

According to Hartoyo in Mellati, the use of Information and Communication Technology (ICT) in language teaching and learning might have a positive effect on learners' academic achievements.<sup>21</sup> Sharples, Milrad, Arnedillo-Sánchez, and Vavoula in Gholami further explain that this type of learning helps link people in the real and virtual worlds, create learning communities among people on the move, provide expertise on

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<sup>18</sup> *Ibid.*, p.2

<sup>19</sup> *Ibid.*, p.3

<sup>20</sup> *Ibid.*, p.4

<sup>21</sup> Morteza Mellati and Marzieh Khademi, *The Impacts of Distance Interactivity on Learners' Achievements in Online Mobile Language Learning: Social Software and Participatory Learning* (Hershey: IGI Global, 2016), p.1525

demand, and support a lifetime of learning.<sup>22</sup> These benefits are extremely useful for both English language teachers and students in this globally-linked world.

Furthermore, Anderson in Mellati states that employing technological devices in language learning improves the quality of education through its benefits. Klopfer, Squire, and Jenkins further declare that there are five key features that can increase educational benefits. They are portability, social interactivity, context sensitivity, connectivity, and individuality.<sup>23</sup> First, mobile devices' lighter weight and flexibility makes them far superior for digital reading and communication since teachers and students can bring them anytime and anywhere. Second, its chat, call, and some other features make the users interact more easily whenever and wherever they are. Through social networks, the new and updated trend in the technology world that have been referred to networked tools, teachers and students are allowed to communicate, interact and share their ideas and interests with each other.<sup>24</sup> Third, this technology helps teachers teach various materials of the course to the specific setting and target population. Fourth, its in-all-places connectivity lets teachers instruct the students through their fingertips everywhere. Last, technology provide teachers and students with freedom and individuality since they can create their learning atmosphere at whatever place they feel

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<sup>22</sup> Javad Gholami and Ghader Azarmi, *Op.Cit.*, p.2

<sup>23</sup> Morteza Mellati and Marzieh Khademi, *Op.Cit.*, p.1527

<sup>24</sup> *Ibid.*, p.1526

comfortable. Thus, technology brings a number of benefits that help both teachers and students in the teaching-learning process.

Another significant feature of modern technologies is their evolutionary role in social media. Social media such as WhatsApp, Facebook, and Line, attract and support networks of people and facilitate connections among them. Gee in Mellati calls these social media contexts as *affinity spaces*, where learners acquire both social and communicative skills.<sup>25</sup> While developing a range of digital literacy in these spaces, the youth involve in informal learning activities, creative and expressive forms of behavior, and seek new identities through social media.

### 3. Media

There are instrument of Mobile Assisted Language Learning, which are employed by Sekolah TOEFL in order to succeed its process of teaching and learning since the instructor is now in the United States while the students are spread around the world. The instrument is a website. These days, accessing the Internet or web-blogging is not restricted only to computer users. Mobile users can also access the Internet or can publish their texts, images, and videos by their mobile phones to their web pages. Indeed, publishing information by mobile phones through web-blogging, called moblogging, allows learners to share their ideas and communicate with their friends. Shao,

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<sup>25</sup> *Ibid.*, p.1528

Crook, and Kolevas conclude that by moblogging, learners can collect artifacts, share them and discuss them online in a virtual place on the move.<sup>26</sup>

In spite of MALL's benefits for teaching and learning, there are still limitations in it. Chinnery, cited in Gholami, writes that there are some limitations with mobile phones to be used as educational devices, for instance, reduced screen size, limited audio-visual quality, virtual keyboarding, and one-finger data entry are some of these limitations.<sup>27</sup> However, the advancements in technology are trying to solve these problems as they have introduced mobiles with bigger screen size such as Microsoft® Surface, Apple® iPad Pro, and Samsung® Galaxy Tab that enables to have faster typing and more convenient view.

#### **4. Difficulties/Challenges**

Andersson and Gronlund cited in Kwofie and Henten propose a conceptual framework for understanding the difficulties or challenges facing the implementation of distance learning. It consists of various difficulties or challenges categorized under four major categories as follows:<sup>28</sup>

##### **a. Individual Challenges**

##### **1. Student**

##### **a) Motivation**

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<sup>26</sup> Javad Gholami and Ghader Azarmi, *Op.Cit.*, p.6

<sup>27</sup> Javad Gholami and Ghader Azarmi, *Op.Cit.*, p.3

<sup>28</sup> Benjamin Kwofie and Anders Henten, *The Advantages and Challenges of e-Learning Implementation* (Aalborg : Aalborg University, 2011), p.6-14



Motivation is seen as a critical factor in a successful implementation of e-learning. If the students are low-motivated, they tend to drop out.

b) Conflicting Priorities

Students have their own activities. Without prioritization and discipline to the online learning program they take, dissatisfaction, high dropout rates, and a rippling effect of discouraging potential students would likely to happen.

c) Economy

Though this online learning can provide a cheaper or even free alternative, the lack of student funding and financial difficulties can make students dropout since they still need to have internet access that will cost them.

d) Academic Confidence

Where the self-efficacy of a student is low, they will not perform well in the program.

e) Technological Confidence

The students need to have the necessary computer skills and feel confident in front of technological devices. The lack of these skills can be a hindrance to learning.

f) Social Support

Where there is little understanding of online learning and its contributions to personal, organizational and national development, the

denial of this support can negatively affect the students who participate in such program.

g) Gender

Issues of gender can also influence the program. If these issues are not well managed and promoted, they could affect the student participation.

2. Teacher

a. Technological Confidence

Where the confidence of the teacher in the use of technology is low, the teacher would either not use it or use it ineffectively.

b. Motivation and Commitment

The absence of these two factors can lead to mistrust and resistance to the implementation of the program.

c. Qualification and Competence

The teacher's qualification and competence in general play an important role in the implementation of online learning. Where these two are not the focus of attention, any attempt to successfully implement the program can be flawed.

d. Time

Where time is not made to develop and ensure quality of learning materials, contents made available will be of little help to the students.

**b. Course Challenges****1. Course Design****a. Curriculum**

The failure of the instructors to take curriculum seriously shows a lack of understanding of the inherent differences between e-learning and classroom based teaching.

**b. Pedagogical Model**

Andersson and Grönlund cited in Kwofie argue that the appropriateness of pedagogical models favor a move from a more instructor-centered approach to a learner-oriented approach where the students take ownership of their learning. Not considering this well is actually planning to fail.<sup>29</sup>

**c. Subject Content**

Where students do not perceive or feel that the information being provided is useful, they would be discouraged from using the system and discourage future users. There is the need for the subject content to be relevant to the expectations of the students and future employers, else the implementation of the program will not be successful.

**d. Teaching and Learning Activities**

The use of technology in teaching and learning should not leave out the basic experience like teacher intervention, follow ups, continuous assessments, etc. found in the classroom experience. Where this is left

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<sup>29</sup> *Ibid.*, p.9-10

out unduly, it can pose challenges to a successful implementation of the program.

## 2. Support Provided

### a. Support for students from faculty

In traditional classrooms, support is often given instantly and questions answered immediately in a face-to-face manner. In online learning, support should be given in different ways of delivering. A low level of support provision would discourage many people from participating in the program.

### b. Support for faculty

Where the institution fails to provide the needed support to instructors, it could result in low motivation and commitment which could also result in little support to students.

### c. Technological Challenges

#### 1. Access

Burn and Thongprasert cited in Kwofie say that having access to technology in e-learning is evidently an enabling or disabling factor.<sup>30</sup>

Access here implies the physical access to a computer, an internet connection, the reliability of the connection and bandwidth, as may be

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<sup>30</sup> *Ibid.*



needed to access the full range of the content needed. In fact, many people have little or even no access to these technologies.

## 2. Cost

The cost of the technologies needed in setting up the e-learning system is considered a limitation to the successful implementation of online learning programs. Many institutions are scared to implement such program regarding to its expensive cost.

## 3. Software and Interface Design

The absence of software support and usability would result in challenges.

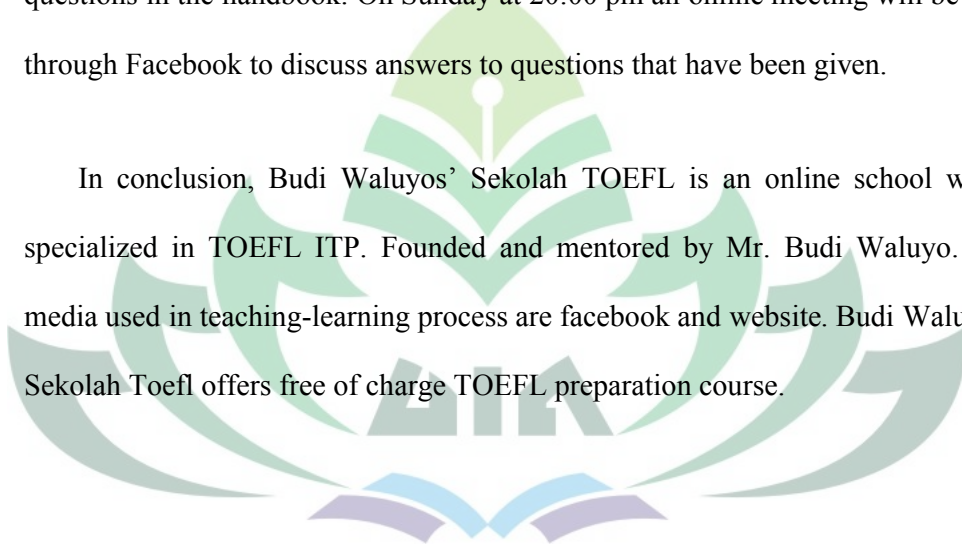
### **D. Concept of Sekolah TOEFL**

Test of English as a Foreign Language abbreviated as TOEFL is a test used to determine the level of a person's ability in English. Generally, this test is used as one of the prerequisites for someone who wishes to continue studying or working in a country that uses English in everyday communications. To achieve maximum results on the TOEFL test, many people is taking a TOEFL preparation course in a learning center. TOEFL preparation course in learning center offers a lot of advantages, but it costs a lot of money and not all people can afford it.

Sekolah TOEFL facilitates those who want to learn TOEFL with but constrained in time and money. Sekolah TOEFL is an online TOEFL Preparation course specialized in TOEFL ITP and it is free of charge. Sekolah TOEFL is online-based school, the school is not limited by space and anyone can enroll in it.

Sekolah TOEFL founded in 15th May 2015, the founder of Sekolah TOEFL is Mr. Budi Waluyo. Mr. Budi Waluyo also acts as a mentor of Sekolah TOEFL. There are several programs in this school. Every Tuesday, Thursday and Saturday, students will be given "Questions of the Day" which consists of two questions and must be answered with clear reasons. In addition, the main program of this school is TOEFL learning through handbooks that can be downloaded every Monday. During the week, students are given time to study the material and answer questions in the handbook. On Sunday at 20:00 pm an online meeting will be held through Facebook to discuss answers to questions that have been given.

In conclusion, Budi Waluyos' Sekolah TOEFL is an online school which specialized in TOEFL ITP. Founded and mentored by Mr. Budi Waluyo. The media used in teaching-learning process are facebook and website. Budi Waluyos' Sekolah Toefl offers free of charge TOEFL preparation course.



### **CHAPTER III**

### **RESEARCH METHODOLOGY**

This chapter discusses the research method used in this research. It covers the discussion of the Research Design, Data and Data Source, Technique of Data Collection, Technique of Data Verification and Data Analysis.

#### **A. Research Design**

In this research, the researcher will use qualitative research. Lodico, Spaulding, and Voegtler say that qualitative research, which is also called interpretive research or field research, is a methodology to uncover multiple perspectives of social phenomena and on giving voice to the feelings and perceptions of the participants under study. This is based on the belief that knowledge is derived from the social setting and that understanding social knowledge is a legitimate scientific process.<sup>1</sup> Moreover, Yin explains that qualitative research enables researchers to conduct in-depth studies about a broad array of topics.<sup>2</sup> He adds that instead of briefing the description of qualitative research, there are five features of qualitative research, including:<sup>3</sup>

1. Qualitative research, instead of researching stakeholders in any laboratory-like setting, studies the meaning of people's lives under real-world condition. Moreover, people will not be represented by such statistical average.

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<sup>1</sup> Marguerite Lodico, Dean Spaulding, and Katherine Voegtler, *Methods in Educational Research from Theory to Practice* (San Francisco: Jossey-Bass, 2006), p.264

<sup>2</sup> Robert Yin, *Qualitative Research from Start to Finish* (New York: The Guilford Press, 2011), p.6

<sup>3</sup> *Ibid.*, p.7-9

2. Qualitative research has the ability to represent the views and perspectives of the participant in a study. Capturing their perspectives may be a major purpose of a qualitative study. Thus, the events and ideas emerging from qualitative research can represent the meanings given to real-life events by the people who live them, not the values, preconceptions, or meanings held by researchers.
3. Qualitative research covers the contextual conditions such as the social, constitutional, and environmental conditions within which people's lives take place. These contexts may strongly influence all human events.
4. Qualitative research aims to explain events through existing or emerging concepts. Similarly, it can be the occasion for developing new concepts. The concepts might attempt to explain social processes.
5. Qualitative research allows researchers to study a real-world setting as well as its people. Thus, it is likely to warrant the use of multiple sources of evidence rather than relying on a single source alone. It is likely to warrant the use of various data collecting technique such as interviews and observations and even the inspection of documents and artifacts. Thus, we can conclude that qualitative research is a research that aims to study, explore, interpret, or understand the social context under real-world setting.



Case study research is an intensive analysis of an individual unit such as a person or community stressing developmental factors in relation to environment. According to Stake (1995) a case study is expected to catch the complexity of a single case, a single leaf, even a single toothpick, has unique complexi-study.

According to Ary et al A case study is a type of qualitative research focusing on individual or case of group. The group of individual is called extreme unique or extreme characteristic. In case study the investigator attempts to examine individual or unit in depth. The investigator tries to discover all the variables that are important in the history or development of the subject. <sup>4</sup>

Mitchell defined a case study as a “detailed examination of an event (or series of related events) which the analyst believes exhibits (or exhibit) the operation of some identified general theoretical principles”.

The case study here focused on PBI Students taking the Sekolah TOEFL. The researcher uses case study because this research is focused on very special interest, the research look for the detail of interaction with its contexts. In this research, the special interest is the activities of teaching and learning process, the benefit, the difficult, media use of students in Sekolah TOEFL . The researcher observes and draws from phenomenon as clear as possible without manipulation. In addition, the researcher determined and reported the result of the research of

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<sup>4</sup> Ary, et al., *Intoduction to Research in Education*, (Canada : Wadsworth Cengage Learning, 2006), p. 440

teaching and learning process, the benefit, the difficult, media use of students in Sekolah TOEFL.

## **B. Research Subject**

According to Lodico, a population is the wider group of individuals about, which the researcher wants to make statements.<sup>5</sup> Moreover, Sugiyono explains that a population is the whole subject or object of the research that has quality and particular characteristic.<sup>6</sup> Thus, a population is a group of individuals that pose certain characteristics in which the researcher wants to make statements. In this research, the population as the subject and as the source of the data are the PBI students taking the Sekolah TOEFL.

Lodico explains that a sample is a smaller group selected from a larger population that is representative of the larger population. Samples allow researchers to work with a smaller, more manageable subgroup of the realistic population.<sup>7</sup> Moreover, Sugiyono states that sample is part of the characteristics of the population that represents its population.<sup>8</sup> In conclusion, a sample is a smaller group of individuals selected from a population in order to conduct a research. In this research, the sample of the population as the subject and as the source of the data are the students taking the Sekolah TOEFL.

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<sup>5</sup> Marguerite Lodico, et. al, *Op.Cit.*, p.140

<sup>6</sup> Sugiyono, *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R & D*, (Bandung: Alfabeta, 2015), p. 117

<sup>7</sup> Marguerite Lodico, et al, *Op.Cit.*, p.143

<sup>8</sup> Sugiyono, *Op.Cit.*, p.118

According to Sugiyono, there are two categories of sampling technique which are probability sampling and non-probability sampling.<sup>9</sup> Probability sampling is a sampling technique that gives the same chance to the members of population to become samples while non-probability sampling does not. Probability sampling includes simple random sampling, proportionate stratified random sampling, disproportionate stratified random sampling, and cluster sampling. Non-probability sampling includes systematic sampling, quota sampling, accidental sampling, purposive sampling, and snowball sampling.

In this research, the researcher will use purposive sampling. Purposive sampling (also known as judgment, selective or subjective sampling) is a sampling technique in which researcher relies on his or her own judgment when choosing members of population to participate in the study. Purposive sampling is a non-probability sampling method and it occurs when “elements selected for the sample are chosen by the judgment of the researcher. Researchers often believe that they can obtain a representative sample by using a sound judgment, which will result in saving time and money”.<sup>10</sup>

The researcher finds that this technique is the most suitable technique to be applied in this research. Purposive sampling is based on a particular consideration made by the researcher, based on the characteristics of the population that has been previously known. The purposive sampling implementation is as follows:

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<sup>9</sup> *Ibid.*, p.118-119

<sup>10</sup> Saunders, M., Lewis, P. & Thornhill, A. (2012) “*Research Methods for Business Students*” 6th edition, Pearson Education Limited

At first the researcher identifies all the characteristics of the population for example by conducting a preliminary study / by studying various things related to the population. Then the researchers set based on the consideration of some of the members of the population into the study sample, so that the purposive sampling technique is based on personal consideration of the researchers themselves where the technique is very suitable for conducting case studies, where many aspects of a single case are representative for observed and analyzed.

In this research, the subjects to be studied were two PBI students who were attending teaching and learning activities at the Sekolah TOEFL. The first student is ABP, he is a PBI student at UIN Raden Intan Lampung in the 10th semester who is taking online courses at the TOEFL School. And the second student is IP, who is currently still an active student at UIN Raden Intan Lampung in the 10th semester.

### **C. Data and Data Source**

This sub-heading presents the data of the study and the source where the data are collected.

#### **a. Data**

Arikunto states that data is the result of the research either as fact of the number. It means the data are numbers of facts found by researcher as the result of

research. The collected data must be relevant with the proposed research problem. In this research, the researcher used qualitative data in the form of fact.<sup>11</sup>

The data are collected through the result of doing an interview, doing observation, and documentation. This research focused to the teaching and learning process, the benefit, the difficult and media use of students at Sekolah TOEFL.

#### b. Data sources

Data source is source where the data are collected. The research will not be able to get information without resource of the data. According to Arikunto there are three resources of data, namely person, place, and paper.<sup>12</sup>

##### a. Person

Person is an individual who gives the data or information. The data can be gotten by interviewing the subject. The person that will interview of this research are PBI Students UIN Raden Intan Lampung who take Sekolah TOEFL course.

##### b. Place

Place is the resources of data that deals with place or moving something. The place can be the room or the location of the resources or material. The place that for conducting the research are online class.

##### c. Paper

Paper is resources of data that deals with symbol, picture the document, book number.

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<sup>11</sup> Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktek* (Jakarta: Rineka Cipta, 1998), p. 91

<sup>12</sup> *Ibid*, p. 144



#### **D. Data Collecting Technique**

The next step is to choose the data collection technique that will be used. According to Sugiyono, data collecting technique is the main step of a research, because the purpose of the research is to collect data.<sup>13</sup> Using data collection techniques will enhance the accuracy, validity, and reliability of research findings. Ultimately, using these methods will help to achieve the goal of carrying out high-quality research with credible findings. In this research, the researcher uses interview, observation and documentation.

##### **1. Observation**

One of the observation types which the researcher is participant observation. Sarwono states that observation is systematically recording the events, behavioral, objects in view and another thing that need support in the research.<sup>14</sup> In this research, the researcher was not teach the students directly, but just observe the students' activity in speaking class. The researcher collect the data use observational checklists when observing participants in a natural setting. The researcher was know the teachers procedure in teaching and learning speaking, the students' problem in learning speaking and the teachers problem in learning speaking.

##### **2. Interview**

Interview is meeting of two persons to exchange information and idea through questions and responses, resulting in communication and joint

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<sup>13</sup> *Ibid.*, p.308

<sup>14</sup> Jonathan Sarwono, *Metode Penelitian Kuantitatif & Kualitatif* (Yogyakarta: Graha Ilmu, 2006), p.224.

construction of meaning about a particular topic.<sup>15</sup> Interviewing provides the researcher a mean to gain deeper understanding of how the students interpret a situation or phenomenon that can be gained through observation.

The interview is use in collecting the data from the teacher as supporting instrument. The researcher ask the teacher about her problem in teaching speaking. The intended of interview is to gain deeper understanding from the teacher's opinion about the students' problem in learning speaking.

### **3. Documentation**

Ary (2010:442) stated documents refer of a wide range of written, physical, and visual materials, including what other authors my term artifacts. Moreover, according to Lodico (2010:126) "Documents and artifact produced before the study by the participants generally include things like public records, personal writing, or instructional materials".

In this research, some pictures which could be used as data to answer the research problems were taken from the observation. The reseacher collected documents as the evidence that the reseacher did the research and to support the interview and observation. Here, the documents were included picture and video during observation, the material from the Sekolah TOEFL. These pictures,video and material were as the secondary data.

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<sup>15</sup>*Ibid*, p.231.

## **E. Research Instrument**

### **1. Observation**

According to Lodico observation is a tool of research requires systematic and careful examination of the phenomena being studied. It means that observation was collected the data in systematic way to understand and interpret actions, interaction or the meaning of event.<sup>16</sup> This method was used to collect information about the teaching and learning process conducted by PBI Students who take Sekolah TOEFL course. The steps is in doing observation were:

- a. The reseacher prepared the observation sheet,
- b. The reseacher joined in the online class,
- c. The reseacher observed when selected PBI students when learning online at Sekolah TOEFL,
- d. The reseacher write field note from the result during observation.

The reseacher did observation to collect information about the subject and object.

In this research, the researcher collected data using an observation cheklist when observing participants in natural settings. The researcher use the observation cheklist table which was used as an instrument in this research.

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<sup>16</sup> Marguerite Lodico, Dean Spaulding, and Katherine Voegtler, *Methods in Educational Research from Theory to Practice* (San Francisco: Jossey-Bass, 2006), p.117

The researcher write field note during the learning process at Sekolah TOEFL. In this case, the researcher writes, analyzes and makes conclusions about the object under study.

**Table 1**  
**Observation Checklist<sup>17</sup>**

Aspects	Indicators	Responses			Comments
		Yes	No	N/A	
Pre-Teaching	Recalling Experience				
	Goal Setting				
	Expectation Setting				
Whilst-Teaching	Exploring				
	Describing				
	Explaining				
	Demonstrating				
	Evaluating				
Post-Teaching	Summarizing				
	Feedback Session				
Others	Others				

<sup>17</sup> Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia No 103 Tahun 2014 Tentang Pembelajaran Pada Pendidikan Dasar dan Pendidikan Menengah (Online), available on: <http://pgsd.uad.ac.id/wp-content/uploads/lampiran-permendikbud-no-103-tahun-2014.pdf/> (January 24<sup>th</sup>, 2017)

## 2. Interview

According to Sugiyono, interview is a meeting of two people to exchange information and idea through and responses, resulting in communication and joint construction of meaning about particular topic.<sup>18</sup> Furthermore, Arikunto says that interview is a dialog done by an interviewer and an interviewee to gain or collect information.<sup>19</sup> Thus, interview is a way of collecting data and information by having dialog about a particular topic.

In this research, the researcher uses semi-structured interview. Sugiyono explains that semi-structured interview is an in-depth interview, which is conducted with a fairly open framework that allows the interviewer to ask more openly about a particular topic.<sup>20</sup> The researcher will interview PBI Students who taking the Sekolah TOEFL course.

The instrument used by the researcher in this study was a blueprint interview.

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<sup>18</sup> Sugiyono, *Op.Cit.*, p.317

<sup>19</sup> Suharsimi Arikunto, *Prosedure Penelitian Suatu Pendekatan Praktek*, (Jakarta: Rineka Cipta, 2006), p.155

<sup>20</sup> Sugiyono, *Op.Cit.*, p.320



**Table 2**  
**Interview Blueprint for Students<sup>21</sup>**

Aspects	Indicators	Items
Individual (student)	Motivation	1
	Conflicting priorities	4,10
	Economy	11
Individual (student)	Academic confidence	8,9
	Social support	12
Course (Course Design)	Subject content Teaching and Learning Activities	2,3,6,7,15
Technological	Access	14
Additional information needed	Student participation	5
	Background of the students	16
	Student's motivation	13
<b>TOTAL</b>		<b>23</b>

<sup>21</sup> Benjamin Kwofie and Anders Henten, *The Advantages and Challenges of e-Learning Implementation* (Aalborg : Aalborg University, 2011), p.6-14

### 3. Documentation

Ary (2010:442) stated documents refer of a wide range of written, physical, and visual materials, including what other authors my term artifacts. Moreover, according to Lodico (2010:126) “Documents and artifact produced before the study by the participants generally include things like public records, personal writing, or instructional materials”.<sup>22</sup>

In this research, some pictures and videos which could be used as data to answer the research problems were taken from the observation. The researcher collected documents as the evidence that the researcher did the research and to support the interview and observation. Here, the documents were included picture and videos during observation. These pictures and videos were as the secondary data.

**Table 3**

**Specification of Documentation**

NO	Component of Documentation	Number of item	Total Item
1	Photos of student activities while studying	1,2,3,4	4
2	Videos	1,2	2
3	Study guideline for students	1	1

<sup>22</sup> Dita Putri Ayu Wardani, *A Case Study On English Teaching Strategies At Al-Badar Islamic Elementary School Kedungwaru Tulungagung*, Available on: <http://repo.iain-tulungagung.ac.id> (May 4th 2019).

## **F. Trustworthiness of the Data**

According to Cohen, to make trustworthy and credible qualitative research, a researcher can use a method called triangulation, the use of two or more methods of collecting the data for the research to make a more accurate conclusion.<sup>23</sup> They add that there are several types of triangulation as follows:

### **1. Time Triangulation**

There are two kinds of time triangulation including:

- a. Cross-sectional triangulation means that the researcher collects data at one point in time;
- b. Longitudinal triangulation means that the researcher collects data from the same group at different points in the time sequence.<sup>24</sup>

### **2. Space Triangulation**

This type is used in order to collect similar data at different places.<sup>25</sup>

### **3. Theoretical Triangulation**

This type draws upon alternative or competing theories in preference to utilizing one viewpoint only.<sup>26</sup>

### **4. Methodological Triangulation**

This type uses either the same method on different occasions or different methods on the same object of study.<sup>27</sup>

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<sup>23</sup> Louis Cohen et. al., *Research Methods in Education* (New York: Routledge, 2007), p.141

<sup>24</sup> *Ibid.*

<sup>25</sup> *Ibid.*

<sup>26</sup> *Ibid.*

<sup>27</sup> *Ibid.*

## 5. Investigator Triangulation

This type engages more than one observer, data are discovered independently by more than one observer.<sup>28</sup>

Based on the theory above, the researcher used methodology triangulation to check the validity of the data the researcher used different method to get the some data. It means that, to get the validity of the data in this research, the research was not only conducted interview but also did observation, and made documents. So, by using those methods, the researcher is able to compare the result of eache method. From those three different methods, the data collected by the researcher were the same.

## G. Data Analysis

According to Setiyadi, Data analysis is the process of organizing the data in order to get the pattern of other explanations from, where as data interpretation is the process of giving meaning to the result of data analysis.<sup>29</sup> It is conducted to create understanding of the data and to enable the researcher to present the result of this research to the readers. In this research, the researcher will analyze the data with such 4 steps as data reduction, data display, and drawing/verification.

### 1. Data Condensation

Data condensation refers to the process of selecting, focusing, simplifying, abstracting, and/or transforming the data that appear in the full corpus (body)

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<sup>28</sup> *Ibid.*

<sup>29</sup> Ag Bambang Setiyadi, *Metode Penelitian untuk Pengajaran Bahasa Asing Pendekatan Kuantitatif dan Kualitatif* (Yogyakarta: Graha Ilmu, 2006), p.94.

of written-up field notes, interview transcripts, documents, and other empirical materials. By condensing, we're making data stronger.<sup>30</sup> In this research, the researcher will select the data derived from the interview with the founder and only instructor, and the questionnaire given to the students.

## **2. Data Display**

Data display is second component or level in Miles and Huberman model of qualitative data analysis. A display can be a visual format that presents information systematically so the user can draw conclusion and take needed actions. At the display stage, additional, higher order categories or themes may emerge from the data that got beyond those first discovered during the initial process of data reduction.<sup>31</sup>

## **3. Conclusion Drawing/Verification**

The last step of analyzing the data is conclusion drawing or verification. Conclusion drawing involves stepping back to consider what the analyzed data mean and to assess their implication for the questions at hand. Verification is linked to conclusion drawing, entails revising the data as many times as necessary to cross-check or verifies these emergent conclusions by arranging the data display coherently, and so on. Verification refers to the process which is able to explain the answer of research questions and research

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<sup>30</sup> Matthew Miles, Michael Hyberman, and Johnny Sdana, *Qualitative Data Analysis* (A Methods Sourcebook: Sage Publication 2014), p.31

<sup>31</sup> *Ibid.*, p.32



objectives.<sup>32</sup> In this research, the researcher will draw the conclusion and verify the data by comparing the data from interview and questionnaire.



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<sup>32</sup> *Ibid.*

## **CHAPTER IV**

### **RESEARCH FINDING AND DISCUSSION**

#### **A. Research Procedure**

The researcher conducted the research in order to know the process of teaching and learning process, the difficulties and benefits at Sekolah TOEFL. The researcher did the research by using observation, interview and documentation as research instruments.

Observation was used to know the process of teaching and learning at Sekolah TOEFL. In observation, the researcher observed the PBI students in process of teaching and learning at Sekolah TOEFL. Then, the researcher interviewed two PBI students who taking the Sekolah TOEFL, the first student is (ABP) and the second student is (IP).

After that, the next instrument was documentation. The researcher collected documentation in the form of photos and videos of teaching and learning activities as well as learning material in the Sekolah TOEFL.

## B. The Report of Observation

The observation was conducted to know the process of teaching and learning at Sekolah TOEFL. In the meeting was about the learning activities. Sekolah TOEFL has prepared Weekly Handbook material that must be downloaded by students, and students were not permitted to request handbook from other students. In the observation process, the researcher prepared the observation checklist. The data of observation had been identified as described in the following discussion.

**Table 4**  
**Observation Report**

Aspects	Indicators	Responses		Comments
		Yes	No	
Pre-Teaching	Recalling Experience	✓		✓ Students re-read the material that they learned last week.
	Goal Setting	✓		✓ Students read and understanding the learning objectives contained in the study guideline before the program started.
	Expectation Setting	✓		✓ Students read the learning motivation provided by the tutor so that students can achieve the learning objectives in the Sekolah TOEFL.
Whilst-Teaching	Exploring		✓	✓ Students only follow instructions given by the tutor without an exploration process.
	Describing	✓		✓ Students read how to answer QOTD that has been discussed by the tutor.
	Explaining	✓		✓ Students pay attention and understand the explanation of the material explained on Facebook in the form of audio

				and video.
	Demonstrating	✓		✓ The students comment on Facebook posts to know their understandings towards the discussed materials.
	Evaluating	✓		✓ Students check the QOTD results with guidance provided by the tutor.
Post-Teaching	Summarizing	✓		✓ Students review the results of the summary of material provided by the tutor at the end of the online meeting which can be accessed on the Facebook group.
	Feedback Session	✓		✓ Feedbacks were given to the instructor through the social media accounts the instructor had.

Based on the observation sheet above, the data found had been identified as explained in the following discussion.

#### 1. Pre-Teaching

Before starting the lesson, students at Sekolah TOEFL receive material from the instructor which must be downloaded first with the download link provided, on the first page of the handbook students are asked to review the lesson the previous week. After that, students are required to attend online meetings on Facebook, to discuss related learning at Sekolah TOEFL. Thus, the instructor carries out all pre-teaching steps from the standard teaching and learning process based on Indonesian government regulations.

## 2. Whilst-Teaching

The instructor described, explained, demonstrated, and evaluated but not explored. Firstly, he described and discussed what the students had learned. As an instance, the instructor posted QOTD (Question of the Day), a once-in-two-days practice on Facebook. Before giving the next practice, he reviewed the previous practice and asked the students to check the answers themselves based on the correct answers provided by the instructor. It was a chance for the students to ask questions, to communicate with each other, and to gain new understandings on what they had learned in that particular week. The only step the instructor did not do was exploring. He did not give any non-academic practice.

## 3. Post-Teaching

The instructor did all the required steps based on the same regulation discussed before. Firstly, he summarized the learning process by writing a Facebook post at 22:00 when the online meeting was conducted on Sunday. He also gave an opportunity to the students to contact him at any time if they wanted to give feedbacks to the instructor through the social media accounts the instructor had.

Based on the data that taken observation, the process of teaching and learning at Sekolah TOEFL was quite good. The instructor taught the students based on theory and the students received lessons at Sekolah TOEFL very well. Nevertheless, there were some steps that skipped in teaching and learning process.



### **C. The Report Interview**

The research also employed interview to support the data of observation. This interview was arranged based on the stages of the learning process in the Sekolah TOEFL, this interview was conducted to find out whether there were difficulties experienced by students when conducting learning activities in the Sekolah TOEFL. This interview was conducted with two PBI students who were attending the TOEFL School. The first student is (ABP) and the second student is (IP).



**Table 5**  
(Interview result from ABP)

NO	Question	Answer	Conclusion
1	What makes you interested in taking the online TOEFL course at the Sekolah TOEFL?	✓ Because I want to enroll in scholarships abroad, and from one of the requirements to apply for the scholarship must have a TOEFL score of 550. That's where I want to take the free TOEFL course available at the Sekolah TOEFL.	✓ From the statement, it could be concluded that One of the goals of students to take TOEFL courses at Sekolah TOEFL is to have a relatively high TOEFL score and be able to continue their education abroad with a scholarship program.
2	Have you ever missed while participating in online learning activities at the Sekolah TOEFL? If ever, why? If not, why?	✓ Ever, because one of the requirements when studying is having to print out the handbook, at that time I was really busy studying so I didn't have time to attend the Sekolah TOEFL.	✓ From the statement, it could be concluded that Sometimes students still find it difficult to allocate and divide their time to be present while studying online at Sekolah TOEFL. Due to personal busyness, it is rather difficult to prepare a handbook that must be printed first before conducting learning activities at the Sekolah TOEFL.
3	Do you work honestly and consequently in doing assignments or exams provided by the Sekolah TOEFL? What makes you do it honestly?	✓ I work honestly and do not use other alternatives to answer the questions provided at the Sekolah TOEFL.	✓ From the statement, it could be concluded that Students in the TOEFL school have tried to work on the questions given honestly and do not use other alternatives to translate or answer the question.
4	From the various activities that you have, how do you share your time so you can carry out online learning activities at the Sekolah TOEFL?	✓ I divide my time flexibly, I can take part in learning activities at the Sekolah TOEFL at night and when there is free time.	✓ The statement showed that study time in Sekolah TOEFL is very flexible, does not require students to take part in learning activities at a specified time. Students can study anytime, anywhere while not busy.
5	What tools or media do you use	✓ I use a laptop, cellphone, and use a	✓ The statement showed that to study at

	to access and participate in online learning activities at the Sekolah TOEFL?	printed handbook, and most importantly, have stable internet access.	Sekolah TOEFL, at least students must have a cellphone that can access the internet well, so students have no difficulty learning.
6	Can you communicate very easily when you find it difficult when learning online to Budi Waluyo as a tutor at the Sekolah TOEFL?	✓ To communicate directly to tutors, when I get problems in the learning process it is still very difficult, because there are no direct facilities provided by the Sekolah TOEFL to be able to connect directly to the tutor, only can be commented on the facebook and even then tutors rarely direct it.	✓ From the statement, it could be concluded that the students are still very difficult to communicate directly with the tutor when they want to ask questions related to problems experienced when studying and answering questions provided by the Sekolah TOEFL. Because facilities are not provided to communicate directly and personally to the tutor.
7	Are you satisfied with the direct response from tutors when you have difficulty learning online at the Sekolah TOEFL?	✓ Yes, I am quite satisfied. When I found difficulties while studying, even though I could not directly communicate with the tutor, the tutor had provided a detailed explanation of each of the problems conveyed in Facebook's comments, the tutor delivered an explanation using audio and video.	✓ The statement showed that the students feel satisfied with the delivery done by the tutor to help students overcome the difficulties experienced while studying, and students hope to be able to communicate directly to the tutor when experiencing problems while working on practice questions.
8	Is the material presented in the Sekolah TOEFL quite easy to understand and very well presented and interesting?	✓ In my opinion the presentation of material is quite good, because it starts from the most basic material.	✓ From the statement, it showed that the material presented by the Sekolah TOEFL is very good, because it is presented from the most basic material and is easily understood by students.
9	Is the material sent by instructors in the Sekolah TOEFL very easy to access and does not make it difficult for you to receive the material for further study?	✓ For taking the material in Sekolah TOEFL is quite easy, but there is a certain time limit for taking the material, and when it is past the specified time limit, we are not allowed	✓ From the statement, it showed that the provision of material in the Sekolah TOEFL is good enough and does not make it difficult for students to get the material. Students are also trained to be

		to ask material from other students who are members of the Sekolah TOEFL. I do not find it difficult to study the material because it has been presented in the form of video, audio and text.	disciplined by the deadline for the given time to get the material provided.
10	When you are really busy, will you still share your time to take time to study online at the Sekolah TOEFL?	✓ Yes, I try to keep taking the time to study at Sekolah TOEFL even though I am busy. I usually use a laptop to study, and when I'm busy, I only use my phone and prepare a piece of paper to study.	✓ From the statement, it showed that the Sekolah TOEFL provides facilities that make it easier for students to learn, so students feel comfortable and do not want to miss any of the practice questions provided by the Sekolah TOEFL.
11	Do you have any financial difficulties to provide a quota or internet access so you can connect to study online at the Sekolah TOEFL?	✓ I did not feel financially difficult to buy internet access to study at the Sekolah TOEFL, because accessing material did not take much internet access and was very easy to download.	✓ From the statement, it showed that to take part in learning activities at the Sekolah TOEFL is not very costly, we only use a little internet access to be able to study online for free.
12	In your environment, you have been very supportive and understanding in accessing the Sekolah TOEFL as a free English learning media?	✓ In my environment there are still not many who know about the Sekolah TOEFL, which is a free online TOEFL course. In my opinion because of lack of publications, and should be provided in the form of applications or special websites to make it easier to access them.	✓ From the statement, it showed that many people don't know about the Sekolah TOEFL. It is hoped that it can be better publicized and packaged in a single application or special website to make it easier for students to participate at Sekolah TOEFL.
13	Are you really enthusiastic about taking an online TOEFL course at the Sekolah TOEFL? Please give the reason.	✓ I am very enthusiastic to study at Sekolah TOEFL, because not only can be accessed for free, the material provided is also very easy to understand and present from basic material.	✓ From the statement, it showed that which makes students very enthusiastic to learn at Sekolah TOEFL is that it can be accessed completely free and the material presented is also very easy to understand for beginners.
14	Do you find it difficult to access	✓ I do not find it difficult, because to	✓ From the statement, it showed that the

	the content provided by the Sekolah TOEFL?	access the content in the Sekolah TOEFL already provided a link to download the material directly and easily.	content in the form of material provided by the Sekolah TOEFL is very easy to access and does not make students difficult.
15	Do you find it easy to ask if there is material that is difficult to understand to the instructors in the Sekolah TOEFL?	✓ I don't think it's easy to ask directly, because in the Sekolah TOEFL there is no facility to communicate directly with tutors personally when I have difficulty learning.	✓ From the statement, it showed that the students need facilities to communicate directly with tutors personally, so that it is easier to ask if the students have difficulty learning process.
16	Are the facilities that you use sufficient enough to be able to easily access and study online at the Sekolah TOEFL?	✓ Yes, the facilities I use are sufficient to be able to study online at Sekolah TOEFL, because it only requires a laptop, handphone, a piece of paper and an internet connection.	✓ From the statement, it showed that in modern era the facilities owned by students are very adequate and make it easy to study online at the Sekolah TOEFL.
17	Are there any difficulties you feel when you are on an Online course at the Sekolah TOEFL?	✓ The difficulty is when I have to study independently, and when I have difficulty in learning, I must be able to overcome those difficulties independently. Because it can not directly communicate to ask the tutor.	✓ From the statement, it showed that the students at the Sekolah TOEFL are still experiencing difficulties because they cannot communicate directly with tutors. Even when students find difficulties while studying, students want to be able to ask directly to the tutor.
18	What the benefits do you get when you do online course activities at Sekolah TOEFL?	✓ The benefit that I get is that I can get free knowledge, can get free TOEFL courses at Sekolah TOEFL. And all material can be downloaded and stored for free.	✓ From the statement, it showed that the students get a lot of benefits when participating in the Sekolah TOEFL, in addition to getting free knowledge, students also get materials for free and can be stored forever.
19	After Following Online Learning Activities at the Sekolah TOEFL, can it improve your ability to do TOEFL questions?	✓ I feel my TOEFL score can improve if I really follow the lessons in the Sekolah TOEFL well, because all the material is explained in detail and is easy to understand.	✓ From the statement, it showed that the students feel that online learning at the Sekolah TOEFL can improve the TOEFL Score, because the available material is very well provided and explained in

			detail, the most important thing is that students participate in teaching and learning activities well.
20	What is the atmosphere you feel when you are conducting an online course at the Sekolah TOEFL?	✓ For the first time learning, I find it a bit difficult because everything is done independently, the tutor only gives a little guidance in doing the practice questions provided at the Sekolah TOEFL.	✓ From the statement, it showed that the students still find it difficult for the first time studying at the Sekolah TOEFL , because all learning is done independently.
21	Are there significant differences between online courses in the Sekolah TOEFL with offline courses that you have attended before? If there is one, can you explain the difference?	✓ I have never taken a TOEFL course offline, I first took a TOEFL course online only at the Sekolah TOEFL.	✓ From the statement, it showed that Sekolah TOEFL become an alternative for the first time students try to learn TOEFL online.
22	As an English Language Education Student, why are you currently taking the Sekolah TOEFL?	✓ As a student of an English education study program, I take part in learning activities at the Sekolah TOEFL because I think that to improve my ability to work on TOEFL questions can be done for free, it doesn't have to be paid, even though I am an English student, I still have to continue learning to improve my ability I was working on TOEFL questions.	✓ From the statement, it showed that the students of English education study program who take part in learning activities at Sekolah TOEFL, aim to improve and maintain the ability to work on TOEFL questions, because knowledge that is not honed will usually be lost by time, which is important why an English education student still takes a TOEFL course online.
23	Why do you prefer online courses in the Sekolah TOEFL compared to online or offline courses elsewhere?	✓ I prefer to take TOEFL course activities online at Sekolah TOEFL because I can study for free and can determine my study time flexibly so that it doesn't interfere with the time when I'm busy.	✓ From the statement, it showed that the free online learning system at Sekolah TOEFL is very interesting for students to prefer studying at Sekolah TOEFL compared to other paid TOEFL courses.



**Table 6**  
(Interview Result From IP)

NO	Question	Answer	Conclusion
1	What makes you interested in taking the online TOEFL course at the Sekolah TOEFL?	✓ I am interested in studying at Sekolah TOEFL because the first is free, the second because the learning time provided by Sekolah TOEFL is very flexible.	✓ From the statement, it showed that not only is the free online toefl course program that makes students prefer to study at Sekolah TOEFL, but the study time provided by the Sekolah TOEFL is flexible it also makes students more interested in studying there.
2	Have you ever missed while participating in online learning activities at the Sekolah TOEFL? If ever, why? If not, why?	✓ I once did not attend the learning activities at the Sekolah TOEFL, because I forgot to download the material that I should download every week, because if it is not downloaded I cannot participate in the learning activities at the Sekolah TOEFL.	✓ From statement, it could be concluded that the rules for downloading material first before taking lessons at the Sekolah TOEFL, and for those who do not download it is not permissible to participate in learning is very good because it trains students' discipline to become students who obey the rules.
3	Do you work honestly and consequently in doing assignments or exams provided by the Sekolah TOEFL? What makes you do it honestly?	✓ Yes I do the questions in the Sekolah TOEFL honestly, because at the beginning when registering there are requirements that we must fulfill, one of which is given the freedom to work on TOEFL questions anywhere as long as students work honestly.	✓ The statement showed that one of the registration requirements is that students must be have honestly when working on the practice questions set by the Sekolah TOEFL, it is very good to practice the honesty of students in working on practice questions.
4	From the various activities that you have, how do you share your time so you can carry out online learning activities at the Sekolah TOEFL?	✓ Usually I take part in online learning activities at the Sekolah TOEFL at night, and I have to spend 4 days to actively study at Sekolah TOEFL.	✓ The statement showed that To allocate time to be able to participate in Sekolah TOEFL, students usually spend time at night studying and divide their time 4 nights to continue participating in the Sekolah TOEFL.
5	What tools or media do you use	✓ Usually to make it faster I use a	✓ The statement showed that the students

	to access and participate in online learning activities at the Sekolah TOEFL?	handphone, but I'm more comfortable reading material and using laptop.	are more comfortable using a laptop as a learning medium when studying online at Sekolah TOEFL compared to using a handphone that has a smaller screen.
6	Can you communicate very easily when you find it difficult when learning online to Budi Waluyo as a tutor at the Sekolah TOEFL?	✓ I think it is still a bit difficult to communicate directly with the tutor, because I can only write on Facebook comments when I have difficulty learning, while there are so many students at the Sekolah TOEFL, so not all questions in the comment column are answered by the tutor.	✓ From the statement, it could be concluded that the students still have difficulty communicating directly with tutors at Sekolah TOEFL, and really need the facility to be able to communicate directly personally with tutors to make it easier for students if they have difficulties while studying.
7	Are you satisfied with the direct response from tutors when you have difficulty learning online at the Sekolah TOEFL?	✓ Yes, I feel quite satisfied with the response from the tutor when I feel difficulties when studying, but it would be better if facilities were provided to communicate directly with the tutor, so there was no mistake when the tutor explained. Because of the many students who ask comments on facebook so not all questions are answered.	✓ The statement showed that the students need facilities to communicate directly with the tutor, so that when experiencing difficulties in learning can easily ask the tutor.
8	Is the material presented in the Sekolah TOEFL quite easy to understand and very well presented and interesting?	✓ Yes, I think it's easier to understand because the explanation uses language that is easy to understand, and also explains it in detail and there is no passing in explaining.	✓ From the statement, it showed that the material presented by the Sekolah TOEFL is very good and easy to understand by students so it does not really make students feel difficulties when learning.
9	Is the material sent by instructors in the Sekolah TOEFL very easy to access and does not make it difficult for you to receive the	✓ In my opinion, to receive the material provided by the tutor is very easy, we only need to download the material from the link provided and the material	✓ The statement showed that to get the material sent by the tutor is very easy, just by downloading from the link provided, and the material presented is

	material for further study?	is well packaged in the form of text, video and audio that we can play repeatedly.	also very interesting in the form of text, video and audio that can be played repeatedly.
10	When you are really busy, will you still share your time to take time to study online at the Sekolah TOEFL?	✓ Yes, because I have become a student in Sekolah TOEFL, it means that I have committed to actually studying there, so I will still try to divide my time to study even though I am in a busy situation.	✓ The statement showed that the rules in the Sekolah TOEFL make students eager to always participate in learning activities even in busy situation, it shows that the Sekolah TOEFL has presented a good learning system so students are able to commit to always be present in learning activities.
11	Do you have any financial difficulties to provide a quota or internet access so you can connect to study online at the Sekolah TOEFL?	✓ I do not feel financially difficult to participate in the Sekolah TOEFL, but sometimes it is rather difficult to collect assignments due to inadequate connections caused by many students accessing the Sekolah TOEFL.	✓ The statement above showed that to participate or learn online at Sekolah TOEFL does not make it difficult for students financially, because only with internet access can already participate in learning activities for free completely.
12	In your environment, you have been very supportive and understanding in accessing the Sekolah TOEFL as a free English learning media?	✓ In my environment, Sekolah TOEFL are still rarely known, because I also get information to join the Sekolah TOEFL from a group and the response from friends in the group is also very minimal, because they think that the Sekolah TOEFL is the usual course, even though at Sekolah TOEFL is very good and can be accessed completely free.	✓ The statement showed that to participate or learn online at Sekolah TOEFL does not make it difficult for students financially, because only with internet access can already participate in learning activities for free completely.
13	Are you really enthusiastic about taking an online TOEFL course at the Sekolah TOEFL? Please give the reason.	✓ Yes I am very enthusiastic because the material is easy to understand, the course is also online and free so we don't need to pay to be able to take the TOEFL course online, then there are	✓ The statement showed that free online course program offered by the Sekolah TOEFL makes students enthusiastic about participating in learning activities, and not only that the rules for working on

		regulations that require students to be honest in answering the questions, from there we can know the ability limits we are doing the TOEFL honestly.	TOEFL questions honestly also really make students enthusiastic, because students assume they can know the limits of their ability to do TOEFL.
14	Do you find it difficult to access the content provided by the Sekolah TOEFL?	✓ I felt a little difficult because the internet access network was weak, when I downloaded the video it was rather difficult, and there was a deadline for being able to download all the material provided by the Sekolah TOEFL.	✓ The statement showed that the students are still having difficulty accessing content or downloading material in the form of videos, due to poor internet connections in certain areas.
15	Do you find it easy to ask if there is material that is difficult to understand to the instructors in the Sekolah TOEFL?	✓ Yes, in my opinion so far it is rather difficult to ask directly because it can only be through Facebook comments cannot directly chat personally to the tutor.	✓ The statement showed that the students really need facilities to be able to chat and ask questions directly to tutors, so they can easily ask questions when they have difficulty learning.
16	Are the facilities that you use sufficient enough to be able to easily access and study online at the Sekolah TOEFL?	✓ Yes, the facilities that I use are sufficient to be able to study at the Sekolah TOEFL.	✓ The statement showed that in modern era, students who take part in learning activities at the Sekolah TOEFL already have sufficient facilities to be able to easily conduct learning activities at the Sekolah TOEFL.
17	Are there any difficulties you feel when you are on an Online course at the Sekolah TOEFL?	✓ There is one of the difficulties that I felt when studying at Sekolah TOEFL , when I found a problem in learning, I could not ask directly both friends and tutors, I could only ask via Facebook comments and even then not all questions were answered by the tutor.	✓ The statement showed that sometimes students are still confused and find it difficult to ask with whom when they find problems in learning, students can only ask through facebook comments, which not all questions can be answered.
18	What the benefits do you get when you do online course	✓ I was able to get a lot of knowledge that I didn't get in college, because at	✓ The statement showed that at Sekolah TOEFL presents learning that is

	activities at Sekolah TOEFL?	Sekolah TOEFL all learning material is explained in detail.	explained in more detail, which is usually not explained in college, so that it can increase students' knowledge.
19	After Following Online Learning Activities at the Sekolah TOEFL, can it improve your ability to do TOEFL questions?	✓ In my opinion it all depends on whether or not we are active in studying at the Sekolah TOEFL, if we continue to attend and want to really learn, I'm sure I can improve my ability to do TOEFL.	✓ The statement showed that seriousness of students in studying at the Sekolah TOEFL will determine success in increasing the ability to do the TOEFL well.
20	What is the atmosphere you feel when you are conducting an online course at the Sekolah TOEFL?	✓ The first I feel happy, the second I feel challenged, especially when I'm late downloading the material it feels annoying, because it is not permitted to request material with other students. So it really trains me to be disciplined.	✓ The statement showed that students feel happy studying at the Sekolah TOEFL, and students do not feel pressured by the rules that are there, instead these regulations make students more disciplined.
21	Are there significant differences between online courses in the Sekolah TOEFL with offline courses that you have attended before? If there is one, can you explain the difference?	✓ In my opinion it is very different, because in Sekolah TOEFL we can only communicate through text and even then not all questions are answered by tutors, whereas in offline courses I can ask directly and certainly answered by tutors. But in the Sekolah TOEFL the material is more complete and the explanation is very detailed.	✓ The statement showed that each course, whether online or offline, has its own strengths and weaknesses.
22	As an English Language Education Student, why are you currently taking the Sekolah TOEFL?	✓ I took an online course at the Sekolah TOEFL because to meet the minimum standard requirements of the TOEFL score in order to graduate from college, because if I did not study the TOEFL I was feared I could not exceed the minimum standard requirements at my college.	✓ The statement above showed that one of the reasons that English education students take part in learning activities at the Sekolah TOEFL is because they want to increase the TOEFL Score in order to complete the standard requirements of the TOEFL Score at the place where students go to college.
23	Why do you prefer online	✓ Because courses at the Sekolah TOEFL	✓ The statement above showed that the

	courses in the Sekolah TOEFL compared to online or offline courses elsewhere?	are free and we can study whenever we want to adjust our free time.	students prefer to take the TOEFL course at the Sekolah TOEFL because it can be accessed completely free of charge and can determine study hours according to students' free time.
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From the results of interviews with two Sekolah TOEFL students who are students of English education study program, the researchers concluded that there are several differences in the reasons English students still take TOEFL courses online at Sekolah TOEFL. The first reason is to meet the requirements to get an overseas scholarship program and the second reason is to be able to meet the college graduation requirements.

In the learning process students feel there is difficulty in being able to communicate directly to tutors, at the Sekolah TOEFL students can only ask questions and communicate through Facebook comments that are not fully answered by the tutor. As for the presentation and delivery of material in the Sekolah TOEFL, it is already very good, because it does not make it difficult for students to download and understand every material that has been explained in detail.

#### **D. The Report of Documentation**

The researcher also used documentation to support observation and interview data. The documentation that the researchers got in the form of photos, videos and student learning materials at the Sekolah TOEFL. Based on the documentation obtained when researcher make observations, researcher can provide evidence that in the teaching and learning process at the TOEFL School students really follow the learning activities well, and the material presented at the Sekolah TOEFL is also

presented in full in the form of handbooks, videos and audio that can be easily downloaded by students. Attached to the documentation obtained by the researcher, it will be presented in the form of appendices.

### **E. Research of Finding**

In this part, the researcher would like to discuss about the finding of the learning process of PBI Students UIN Raden Intan Lampung at Sekolah TOEFL as the first formulation of the problem this research. Beside the learning process, the researcher discussed the students' difficulties and benefits in learning process at Sekolah TOEFL as the second and the third formulation of the problem. This research was produced by the participants of the research, they were the English the PBI students who taking Sekolah TOEFL of first formulation of the problem this research. Beside the process of learning at Sekolah TOEFL, the researcher discussed the students' difficult and benefits in learning online at Sekolah TOEFL as the second and the third formulation of the problem. This research was produced by the participants of the research, they were the two PBI students UIN Raden Intan Lampung who taking the Sekolah TOEFL.

#### **1. Process of Teaching and Learning at Sekolah TOEFL**

The teaching and learning process at the Sekolah TOEFL look good enough. In this research, there were not many problems experienced by students. Because the material presented by the Sekolah TOEFL is easily understood by students and to get the material does not make it difficult for students. In addition, in this research also

students feel comfortable when doing TOEFL exercises, because students can work anywhere they want.

The researcher observed of teaching and learning process at the Sekolah TOEFL in one meeting of two different students. The atmosphere when students follow the learning activities is very calm, students also look relaxed in working on the TOEFL practice. But sometimes students look confused when having difficulty in working on problems, students can not directly ask the tutor, students can only ask through Facebook comments that are not fully answered by the tutor. This research was conducted three times including observing the teaching and learning process at the Sekolah TOEFL, interviewing students, and documenting both student activities and material provided by the Sekolah TOEFL.

From the data obtained through observation, the researcher assumed that teaching and learning activities in the Sekolah TOEFL are quite optimal. Not seen many problems that occur in students. Students look very relaxed when doing TOEFL exercises, only a few problems experienced by students is that they cannot directly interact with the tutor. Then the tutor also did not explore which understanding gained by students after attending learning activities at the Sekolah TOEFL. Tutors only explain the material in detail, without discussing the difficulties of students when studying.

Based on the explanation above, the teaching and learning process at the Sekolah TOEFL is quite good. It can be seen from the guidelines and teaching guidelines applied at the Sekolah TOEFL. Although there are some things that still

make students confused when experiencing difficulties in working on TOEFL practice, it is because students cannot communicate directly to the tutor. But that does not have a major influence on the teaching and learning process.

## **2. Problems Faced by ABP when do online learning process at Sekolah TOEFL**

Besides, the problems of learning online at Sekolah TOEFL:

- a. ABP found the difficulties to communicate directly with tutors when they encounter problems in doing TOEFL exercises.
- b. ABP sometimes found it difficult to download material in the form of videos, due to unstable internet connections.

Based on the result of problems above, it can be inferred that the students still experience a few problems related to the online learning system provided by Sekolah TOEFL, and experience problems related to internet connections that have not been stable in their respective regions.

## **3. The benefits gained by ABP when do online laerning process at Sekolah TOEFL.**

- a. ABP can take full free TOEFL courses at Sekolah TOEFL.
- b. ABP got a lot of knowledge that was not obtained in college, because in Sekolah TOEFL all learning material was explained in detail.
- c. ABP can practice discipline and honesty when studying at Sekolah

TOEFL.

- d. ABP can improve his ability to do TOEFL.

Based on the results of the above benefits, it can be concluded that students also get several benefits related to the learning process and the online learning system found in the Sekolah TOEFL.

#### **4. Problem Faced by IP when do online learning process at Sekolah TOEFL**

Besides, the problems of learning online at Sekolah TOEFL:

- a. IP found the difficulties to communicate directly with tutors when they encounter problems in doing TOEFL exercises.
- b. IP sometimes found it difficult to download material in the form of videos, due to unstable internet connections.

Based on the result of problems above, it can be inferred that the students still experience a few problems related to the online learning system provided by Sekolah TOEFL, and experience problems related to internet connections that have not been stable in their respective regions.

**5. The benefits gained by IP whend do online laerning process at Sekolah TOEFL**

- a. IP can take full free TOEFL courses.
- b. IP got a lot of knowledge that was not obtained in college, because in Sekolah TOEFL all learning material was explained in detail.
- c. IP can practice discipline and honesty when studying at Sekolah TOEFL.
- d. IP can improve her ability to do TOEFL.

Based on the results of the above benefits, it can be concluded that students also get several benefits related to the learning process and the online learning system found in the Sekolah TOEFL.

After the researcher analyzed and found out the finding of the research, hopefully the researcher gave contribution of the research to better way.

**F. Discussion of Finding**

In this part, the researcher would like to discuss about the finding of the learning process of PBI Students UIN Raden Intan Lampung at Sekolah TOEFL as the first formulation of the problem this research. As mentioned by Brown, (see on page 10) explained that teaching is showing or helping someone learn to do something, giving instructions, guiding in the study of something, providing with knowledge, and causing to know. Based on Brown, (see on page 12) explained that



learning is acquiring or getting of knowledge of a subject or a skill by study, experience or instructions. It is a relatively permanent change in a behavioral tendency and the result of reinforced practice. Based on Crawford (see on page 16 ) explained that distance education is all arrangements for providing instruction through print or electronic communication media to persons whom engaged in planned learning in a place or time, which is different from that of the instructor or instructors. It allows and facilitates interaction between distance learners through technologies such as email, computer conferencing, and online databases.

In this research, the teaching and learning process with the online learning system referred to facilitate students in learning TOEFL for free. Online learning system is done by following the rules and procedures taught in the teaching and learning process. In addition to the teaching and learning process, the researcher discusses the media used, students 'difficulties in online learning as the second formulation of the problem as well as the students' benefits when participating in online learning activities at the Sekolah TOEFL as the third formulation of the problem. This research was produced by research participants. They were two PBI students taking online courses at the Sekolah TOEFL 2019 that had been observed.

### **1. The Process of Teaching and Learning at Sekolah TOEFL**

The researcher employed an observation to know the process of teaching and learning at Sekolah TOEFL. Students looked relax in working on the TOEFL practice. But sometimes students look confused when having difficulty in working on problems, students can not directly ask the tutor, students can only ask through Facebook comments that are not fully answered by the tutor. This research was

conducted three times including observing the teaching and learning process at the Sekolah TOEFL, interviewing students, and documenting both student activities and material provided by the Sekolah TOEFL.

The first relevant study selected by the researcher was conducted by Sandy from Islamic State University of Raden Intan Lampung entitled an analysis of the online learning system (ols) for the students of sekolah TOEFL. He conducted qualitative research in order to know the benefits of online learning system for students of Sekolah TOEFL. The result of the research are according to the observation data, the researcher found that the learning system implemented in the program was explained in the study guideline. Thus the students and other stakeholders could understand how the teaching and learning run. There were brief and complete descriptions on what the students had to do, what they could expect, and even what the instructor expected from them. They were all mentioned in the study guideline.

The second relevant previous study was conducted by Luthfian from Yogyakarta State University entitled Improving Students' Writing Skill through English Web Blog among Year X Students of SMA Negeri 7 Purworejo in the Academic Year of 2010/2011. He conducted qualitative research in order to know the use of the web blog to improve students' writing skills. The results of this research is a weblog is an online tool in communication which can be used in learning process freely. Web blog is one of the application of computer network technology that has been utilized besides multimedia, email, electronic journals, database, World Wide Web, chat, audio and video conferencing etc. Web blog is

interactive so it allows the students to communicate quickly and easily with their classmates, their teacher, and even with native speakers of the target language. The researcher concludes that the teaching and learning process with the online system is good enough to be applied to students who take part in online learning activities at the Sekolah TOEFL.

## **2. Problems faced by ABP and IP when do online learning process at Sekolah TOEFL**

Based on the result of observation, interview, and documentation it could be concluded that the problems faced by ABP and IP were:

Both ABP and IP found the difficulties to communicate directly with tutors when they encountered problems in doing TOEFL exercises and sometimes found it difficult to download material in the form of videos, due to unstable internet connections.

From some of the difficulties experienced by ABP and IP as explained, there are difficulties outside of Andersson and Gronlund explanation of the difficulties experienced by students in online learning which include Motivation, Conflicting Priorities, Economy, Academic Confidence, Technological Confidence, Social Support and Gender. Students still have difficulty communicating directly when experiencing problems in working on the TOEFL.

### **3. The benefits gained by ABP and IP when do online learning process at Sekolah TOEFL**

ABP and IP can take full free TOEFL Course and then get a lot of knowledge that was not obtained in college, because in Sekolah TOEFL all learning material was explained in detail. Not only that, ABP and IP can practice discipline and honesty when studying at Sekolah TOEFL and can improve the ability to increase TOEFL scores. There is one difference between the benefits gained by ABP and IP, where ABP can significantly increase the TOEFL score and obtain information from tutors so that he can continue his education abroad on a scholarship path in accordance with what he expected.

From some of the benefits gained by ABP and IP as explained, that the benefits are not yet fully in accordance with what has been explained by Klopfer that there are five key features that can increase educational benefits. They are portability, social interactivity, context sensitivity, connectivity, and individuality.

Eventually, based on data obtained from observations, interviews and documentation, it can be seen that the online learning process has been implemented well by the Sekolah TOEFL. However, there are still few problems experienced by students regarding the online learning system such as students are still difficult to communicate directly with tutors when having difficulty in doing TOEFL and still having difficulty downloading material in the form of videos due to unstable internet connections. It is expected that the Sekolah TOEFL will provide facilities to communicate directly to tutors to make it easier for students to ask any questions if there are problems in learning process.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

This chapter presents conclusion and suggestion of the research. Conclusion is summarize the result of the discussion based on the research problems. So, this summarizes the teaching and learning process, the difficulties and the benefits gained by students at the Sekolah TOEFL. While, the suggestion is the researcher recommendation based on the result of the research for having better result in teaching and learning at Sekolah TOEFL.

#### **A. Conclusion**

From the result of the research that has been discussed in chapter IV, the researcher can conclude that:

1. The teaching and learning process implemented at Sekolah TOEFL is quite good. Because students participate in learning activities comfortably, there are only a few problems experienced by students. Even then, only related to the unstable internet connection and the lack of facilities to communicate directly with tutors.
2. The problems faced by students when do online learning process at Sekolah TOEFL:
  - a The students found the difficult to communicate directly with tutor when they encounter problems in doing TOEFL exercises.

- b. The students sometimes find the difficult to download material in the form of videos, due to unstable internet connections.
- 3. The benefits gained by students when do online learning process at Sekolah TOEFL:
  - a. The students can take full free TOEFL courses.
  - b. The students get a lot of knowledge that is not obtained in college, because in Sekolah TOEFL all learning material is explained in detail.
  - c. The students can practice discipline and honesty when studying at Sekolah TOEFL.
  - d. The students can improve their ability to do TOEFL.

## **B. Suggestions**

Considering the result of the research, the researcher would like to give some suggestions as follows:

### **1. For the tutor of Sekolah TOEFL**

- a. The tutor need to increase the number of tutor in Sekolah TOEFL, it is also necessary to increase the number tutor given the amount of student enrolled in Sekolah TOEFL. The tutor also should be more active in discussing the course with students, should motivate the students to be active in taking participation of using media in



learning process.

- b. In order to provide a direct chat service to tutors, to make it easier for students to ask questions if students experience difficulties when conducting learning activities at Sekolah TOEFL.
- c. In order if possible to package online learning materials at the Sekolah TOEFL in the form of an android application or an official website that is lightweight to access so that students do not find it difficult to download video material.

## **2. For the Students**

The students should have interest and motivation in learning English from themselves. The students should be aware that media is something interesting and helpful for them. They should be active in the online learning activity.

## **3. For Other Researcher**

This research study was about a case study of PBI Students Taking the Budi Waluyos' Sekolah TOEFL. It is expected for the other researcher that the result of this study can be used as additional reference for the next research.

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# APPENDICES





### LEMBAR REKAM OBSERVASI

NO	TINGKAH LAKU		TANGGAL OBERVASI	KETERANGAN
	DIMENSI	ASPEK YANG DIAMATI		
1.	Pre-teaching activity			
2.	Whilst-teaching activity			
3	Post-teaching activity			

## Appendix 2

NO	TINGKAH LAKU		TANGGAL OBERVASI	KETERANGAN
	DIMENSI	ASPEK YANG DIAMATI		
1.	Pre-teaching activity			
2.	Whilst-teaching activity			
3	Post-teaching activity			

### Observation Report

Aspects	Indicators	Responses		Comments
		Yes	No	
Pre-Teaching	Recalling Experience	✓		✓ Students re-read the material that they learned last week.
	Goal Setting	✓		✓ Students read and understand the learning objectives contained in the study guideline before the program started.
	Expectation Setting	✓		✓ Students read the learning motivation provided by the tutor so that students can achieve the learning objectives in the Sekolah TOEFL.
Whilst-	Exploring		✓	✓ Students only follow instructions given by the tutor without an exploration process.
	Describing	✓		✓ Students read how to answer QOTD that has been discussed by the tutor.
	Explaining	✓		✓ Students pay attention and understand the explanation of the material explained on Facebook in the form of audio and video.
	Demonstrating	✓		✓ The students comment on Facebook posts to know their understandings towards the discussed materials.
	Evaluating	✓		✓ Students check the QOTD results with guidance provided by the tutor.
Post-	Summarizing	✓		✓ Students review the results of the summary of material provided by the tutor at the end of the online meeting which can be accessed on the Facebook group.
	Feedback Session	✓		✓ Feedbacks were given to the instructor through the social media accounts the instructor had.

**TABEL INTERVIEW UNTUK SISWA ( Agung Budi Prabowo )**

<b>NO</b>	<b>PERTANYAAN</b>	<b>JAWABAN</b>
<b>1</b>	Apa yang membuat anda tertarik untuk kursus TOEFL secara online di Sekolah TOEFL?	Karena saya ingin mengikuti pendaftaran beasiswa luar negeri, dan dari salah satu persyaratan untuk mendaftar beasiswa tersebut harus memiliki skor TOEFL sebesar 550. Dari situlah saya ingin mengambil kursus TOEFL gratis yang ada di Sekolah TOEFL.
<b>2</b>	Apakah Anda Pernah Absen saat mengikuti kegiatan belajar online di Sekolah TOEFL? Jika Pernah, Kenapa? Jika Tidak, Kenapa?	Pernah, karena salah satu persyaratan ketika belajar adalah harus printout handbook, disaat itu saya benar-benar sedang sibuk kuliah jadi tidak sempat untuk hadir di Sekolah TOEFL.
<b>3</b>	Apakah anda mengerjakan dengan jujur dan konsekuen dalam mengerjakan tugas atau ujian yang disediakan oleh Sekolah TOEFL? Apa yang membuat anda mengerjakannya dengan jujur?	Saya mengerjakan dengan jujur dan tidak menggunakan alternatif lain untuk menjawab soal yang disediakan di Sekolah TOEFL.
<b>4</b>	Dari berbagai kesibukan yang anda punya, bagaimana cara anda membagi waktu agar bisa melaksanakan kegiatan belajar online di Sekolah TOEFL?	Saya membagi waktu saya secara fleksible, saya biasa mengikuti kegiatan belajar di Sekolah TOEFL pada malam hari dan ketika sedang ada waktu luang.
<b>5</b>	Alat atau Media apa yang anda gunakan biasanya untuk bisa mengakses dan mengikuti kegiatan belajar online di Sekolah TOEFL?	Saya menggunakan laptop, handphone, dan menggunakan handbook yang sudah diprintout, dan yang terpenting harus memiliki akses internet yang stabil.
<b>6</b>	Apakah anda bisa berkomunikasi dengan sangat mudah pada saat anda merasa kesulitan ketika belajar online kepada Budi Waluyo selaku tutor di Sekolah TOEFL?	Untuk berkomunikasi secara personal kepada tutor, ketika sedang mengalami masalah saat belajar masih sangat sulit, karena tidak ada fasilitas secara langsung yang disediakan oleh Sekolah TOEFL untuk dapat terhubung secara langsung kepada tutor, hanya bisa berkomentar difacebook dan itupun jarang langsung dibales oleh tutor.



7	Apakah anda merasa puas dengan tanggapan langsung dari tutor saat anda mengalami kesulitan belajar online di Sekolah TOEFL?	Ya saya cukup merasa puas. Ketika saya mengalami kesulitan saat belajar, walaupun tidak bisa secara langsung untuk berkomunikasi kepada tutor, tutor sudah menyediakan penjelasan yang rinci terhadap setiap permasalahan yang tersampaikan di kolom komentar, tutor menyampaikan penjelasan dengan menggunakan audio dan video.
8	Apakah Materi yang disajikan di Sekolah TOEFL cukup mudah di mengerti dan disajikan dengan sangat baik dan menarik ?	Menurut saya penyajian materi sudah cukup baik, karena dimulai dari materi yang paling dasar.
9	Apakah Materi yang dikirimkan oleh instruktur di Sekolah TOEFL sangat mudah untuk diakses dan tidak mempersulit anda dalam menerima materi tersebut untuk di pelajari lebih lanjut?	Untuk pengambilan materi disekolah toefl cukup mudah, tetapi ada batas waktu tertentu untuk mengambil materi tersebut, dan ketika sudah lewat batas waktu yang sudah ditentukan, kita tidak diperkenankan untuk meminta materi kepada siswa lain yang tergabung dalam Sekolah TOEFL. Saya tidak merasa kesulitan untuk mempelajari materi tersebut karena sudah disajikan dalam bentuk video, audio dan teks.
10	Ketika anda benar-benar berada dalam kesibukan, apakah anda tetap akan membagi waktu anda untuk menyempatkan belajar online di Sekolah TOEFL?	Ya saya berusaha untuk tetap menyempatkan waktu ketika sedang sibuk, yang biasa nya saya menggunakan laptop untuk belajar, dan ketika sedang sibuk saya hanya menggunakan handphone dan menyiapkan selembar kertas untuk belajar.
11	Apakah anda merasa kesulitan dalam hal finansial untuk menyediakan kuota atau akses internet agar bisa tersambung untuk belajar online di Sekolah TOEFL?	Saya tidak merasa kesulitan dalam hal finansial untuk membeli akses internet demi belajar di Sekolah TOEFL, karena untuk mengakses materi tidak begitu memakan banyak akses internet dan sangat mudah untuk didownload.

12	Apakah dilingkungan anda sudah sangat mendukung dan mengerti dalam mengakses Sekolah TOEFL sebagai media pembelajaran bahasa inggris gratis ?	Dilingkungan saya masih belum banyak yang mengetahui ada Sekolah TOEFL online gratis, menurut saya karena kurangnya publikasi, dan sebaiknya disediakan dalam bentuk aplikasi atau website khusus agar lebih mempermudah untuk mengaksesnya.
13	Apakah anda benar-benar berantusias dalam mengikuti kursus TOEFL secara online di Sekolah TOEFL ? Mohon untuk memberikan alasannya.	Saya sangat berantusias untuk belajar disekolah toefl, karena tidak hanya bisa diakses secara gratis, materi yang diberikan juga sangat mudah dipahami dan disajikan dari materi dasar.
14	Apakah anda merasa kesulitan saat mengakses konten yang disediakan oleh Sekolah TOEFL?	Saya tidak merasa kesulitan, karena untuk mengakses konten yang ada di Sekolah TOEFL sudah disediakan link untuk mendownload materi secara langsung dan mudah.
15	Apakah anda merasa mudah untuk bertanya jika ada materi yang sulit dipahami kepada instruktur yang ada di Sekolah TOEFL?	Saya merasa tidak mudah untuk bertanya secara langsung, karena di Sekolah TOEFL tidak ada fasilitas untuk berkomunikasi secara langsung kepada tutor secara personal ketika saya mengalami kesulitan dalam belajar.
16	Apakah Fasilitas yang anda gunakan sudah cukup memadai untuk bisa dengan mudah mengakses dan belajar online di Sekolah TOEFL?	Iya fasilitas yang saya gunakan sudah cukup memadai untuk bisa belajar online di Sekolah TOEFL, karena hanya membutuhkan Laptop, handphone, selembar kertas dan koneksi internet.
17	Adakah Kesulitan yang anda rasakan ketika sedang kursus Online di Sekolah TOEFL?	Kesulitannya yaitu ketika saya harus belajar sendiri secara mandiri, dan ketika saya mengalami kesulitan saat belajar harus bisa mengatasi kesulitan itu sendiri karena tidak bisa langsung berkomunikasi untuk bertanya kepada tutor.
18	Apakah Keuntungan yang anda dapatkan, ketika sedang melaksanakan kegiatan kursus online di Sekolah TOEFL?	Keuntungan yang saya dapatkan yaitu bisa dapat ilmu gratis, bisa dapat kursus TOEFL gratis di Sekolah

		TOEFL. Dan semua materi dapan didownload dan disimpan secara gratis.
19	Setelah Mengikuti Kegiatan Belajar online di Sekolah TOEFL, apakah dapat meningkatkan kemampuan anda dalam mengerjakan soal TOEFL ?	Saya merasa Skor TOEFL saya bisa meningkat jika saya benar-benar mengikuti pelajaran yang ada di Sekolah TOEFL, karena semua materi dijelaskan secara detail dan mudah dimengerti.
20	Bagaimana Suasana yang anda rasakan ketika sedang melaksanakan kursus secara online di Sekolah TOEFL?	Untuk pertama kali belajar, saya merasa agak sulit karena semua dikerjakan secara mandiri, tutor hanya memberikan sedikit petunjuk dalam mengerjakan latihan soal-soal yang disediakan di sekolah TOEFL.
21	Adakah Perbedaan yang signifikan antara Kursus online di Sekolah TOEFL dengan Kursus offline yang pernah anda ikuti sebelumnya ? Jika ada, bisa tolong dijelaskan perbedaannya ?	Saya belum pernah mengambil kursus TOEFL secara offline, saya pertama kalinya mengambil kursus TOEFL secara online hanya di Sekolah TOEFL.
22	Sebagai Mahasiswa Pendidikan Bahasa Inggris, Mengapa anda saat ini mengikuti Sekolah TOEFL ?	Sebagai mahasiswa pendidikan bahasa Inggris, saya mengikuti kegiatan belajar di Sekolah TOEFL karena saya berpikir bahwa untuk meningkatkan kemampuan saya dalam mengerjakan soal TOEFL bisa dilakukan dengan gratis tidak harus membayar, walaupun saya seorang mahasiswa pendidikan bahasa Inggris, tetap harus terus belajar demi meningkatkan kemampuan saya dalam mengerjakan Soal-soal TOEFL.
23	Mengapa lebih memilih untuk kursus online di Sekolah TOEFL dibandingkan untuk kursus online atau offline di tempat lain?	Saya lebih memilih mengikuti kegiatan kursus TOEFL secara online di sekolah TOEFL karena bisa belajar secara gratis dan bisa menentukan waktu belajar secara fleksibel sehingga tidak mengganggu waktu disaat saya sedang sibuk.

TABEL INTERVIEW UNTUK SISWA KEDUA ( INTAN PERMANI )

NO	PERTANYAAN	JAWABAN
1	Apa yang membuat anda tertarik untuk kursus TOEFL secara online di Sekolah TOEFL?	Saya tertarik untuk belajar disekolah TOEFL karena yang pertama itu gratis, yang kedua karena waktu belajar yang disediakan oleh sekolah toefl sangat fleksibel.
2	Apakah Anda Pernah Absen saat mengikuti kegiatan belajar online di Sekolah TOEFL? Jika Pernah, Kenapa? Jika Tidak, Kenapa?	Saya pernah absen saat mengikuti kegiatan belajar di Sekolah TOEFL, karena saya lupa untuk mendownload materi yang seharusnya saya download setiap minggunya, karena jika tidak didownload saya tidak bisa mengikuti kegiatan belajar di Sekolah TOEFL.
3	Apakah anda mengerjakan dengan jujur dan konsekuen dalam mengerjakan tugas atau ujian yang disediakan oleh Sekolah TOEFL? Apa yang membuat anda mengerjakannya dengan jujur?	Ya saya mengerjakan soal-soal di Sekolah TOEFL dengan jujur, karena diawal ketika melakukan pendaftaran ada persyaratan yang harus kita penuhi salah satunya yaitu diberikan kebebasan untuk mengerjakan soal-soal TOEFL dimana saja asalkan dikerjakan dengan jujur.
4	Dari berbagai kesibukan yang anda punya, bagaimana cara anda membagi waktu agar bisa melaksanakan kegiatan belajar online di Sekolah TOEFL?	Biasanya saya mengikuti kegiatan belajar online disekolah toefl itu pada malam hari, dan wajib meluangkan waktu 4 hari untuk aktif belajar diSekolah TOEFL.
5	Alat atau Media apa yang anda gunakan biasanya untuk bisa mengakses dan mengikuti kegiatan belajar online di Sekolah TOEFL?	Biasanya agar lebih cepat saya menggunakan hanphone, tetapi lebih nyaman untuk menggunakan laptop ketika belajar di Sekolah TOEFL
6	Apakah anda bisa berkomunikasi dengan sangat mudah pada saat anda merasa kesulitan ketika belajar online kepada Budi Waluyo selaku tutor di Sekolah TOEFL?	Saya rasa masih sedikit sulit untuk berkomunikasi secara langsung kepada tutor, karena saya hanya bisa menulis di kolom komentar ketika mengalami kesulitan saat belajar sedangkan siswa disekolah TOEFL itu kan

		sangat banyak jadi tidak semua pertanyaan dikolom komentar itu dijawab oleh tutor.
7	Apakah anda merasa puas dengan tanggapan langsung dari tutor saat anda mengalami kesulitan belajar online di Sekolah TOEFL?	Ya saya rasa cukup puas dengan tanggapan langsung dari tutor ketika saya merasa kesulitan saat belajar, tapi alangkah lebih baik jika disediakan fasilitas untuk berkomunikasi secara langsung kepada tutor, agar tidak terjadi kesalah paaman saat tutor menjelaskan. Karena banyaknya siswa yang bertanya di kolom komentar jadi tidak semua pertanyaan terjawab.
8	Apakah Materi yang disajikan di Sekolah TOEFL cukup mudah di mengerti dan disajikan dengan sangat baik dan menarik ?	Ya menurut saya lebih mudah untuk dimengerti karena penjelasannya menggunakan bahasa indonesia yang baik dan benar, dan menjelaskannya juga dengan terperinci serta tidak ada yang lewat dalam menjelaskan.
9	Apakah Materi yang dikirimkan oleh instruktur di Sekolah TOEFL sangat mudah untuk diakses dan tidak mempersulit anda dalam menerima materi tersebut untuk di pelajari lebih lanjut?	Menurut saya untuk menerima materi yang diberikan oleh tutor itu sangat mudah, kita hanya tinggal mendownload materi dari link yang sudah disediakan dan materi yang ada juga sudah dikemas dengan baik dalam bentuk teks, video dan audio yang bisa kita putar berulang-ulang.
10	Ketika anda benar-benar berada dalam kesibukan, apakah anda tetap akan membagi waktu anda untuk menyempatkan belajar online di Sekolah TOEFL?	Ya karena saya sudah menjadi siswa disekolah toefl berarti saya sudah berkomitmen untuk benar-benar belajar disana, jadi saya akan tetap berusaha membagi waktu saya untuk belajar walaupun saya sedang dalam keadaan sibuk.
11	Apakah anda merasa kesulitan dalam hal finansial untuk menyediakan kuoata atau akses internet agar bisa tersambung untuk belajar online di Sekolah TOEFL?	Saya tidak merasa kesulitan dalam hal finansial untuk berpartisipasi di Sekolah TOEFL, tetapi terkadang agak sulit untuk mengumpulkan tugas karena koneksi yang kurang memadai yang

		disebabkan banyak siswa yang mengakses Sekolah TOEFL.
12	Apakah dilingkungan anda sudah sangat mendukung dan mengerti dalam mengakses Sekolah TOEFL sebagai media pembelajaran bahasa inggris gratis ?	Dilingkungan saya, Sekolah TOEFL masih sedikit yang tau, karena saya juga mendapatkan informasi untuk gabung disekolah TOEFL itu dari sebuah grup dan respon dari teman-teman yang ada digrup juga sangat minim, karena mereka berpikir bahwa Sekolah TOEFL adalah tempat kursus yang seperti biasanya, padahal diSekolah TOEFL itu sangat bagus dan bisa diakses secara gratis sepenuhnya.
13	Apakah anda benar-benar berantusias dalam mengikuti kursus TOEFL secara online di Sekolah TOEFL ? Mohon untuk memberikan alasannya.	Iya saya sangat berantusias karena materinya mudah dipahami, kursusnya juga online dan gratis jadi kita tidak perlu mengeluarkan biaya untuk bisa kursus TOEFL secara online, kemudian ada peraturan yang mewajibkan siswa harus jujur dalam menjawab soal-soal yang ada, dari situ kita bisa mengetahui batas kemampuan kita itu sampai mana dalam mengerjakan TOEFL dengan jujur.
14	Apakah anda merasa kesulitan saat mengakses konten yang disediakan oleh Sekolah TOEFL?	Saya merasa sedikit kesulitan karena jaringan akses internet yang lemah, ketika saya mendownload video agak sulit, dan ada deadline waktu untuk bisa mendownload seluruh materi yang diberikan oleh sekolah TOEFL.
15	Apakah anda merasa mudah untuk bertanya jika ada materi yang sulit dipahami kepada instruktur yang ada di Sekolah TOEFL?	Ya menurut saya sejauh ini agak sulit untuk bertanya secara langsung karena hanya bisa melalui komentar facebook tidak bisa langsung chat pribadi kepada tutor.



16	Apakah Fasilitas yang anda gunakan sudah cukup memadai untuk bisa dengan mudah mengakses dan belajar online di Sekolah TOEFL?	Ya fasilitas yang saya gunakan sudah cukup memadai untuk bisa belajar di Sekolah TOEFL.
17	Adakah Kesulitan yang anda rasakan ketika sedang kursus Online di Sekolah TOEFL?	Ada salah satu kesulitan yang saya rasakan ketika belajar disekolah TOEFL, ketika saya menemukan masalah dalam belajar, saya tidak bisa bertanya secara langsung baik itu sama teman ataupun sama tutor, saya hanya bisa bertanya lewat komentar facebook dan itupun tidak semua pertanyaan dibalas oleh tutor.
18	Apakah Keuntungan yang anda dapatkan, ketika sedang melaksanakan kegiatan kursus online di Sekolah TOEFL?	Saya bisa mendapatkan banyak ilmu yang tidak saya dapatkan dibangku kuliah, karena di Seklah TOEFL semua materi pembelajaran dijelaskan secara detail.
19	Setelah Mengikuti Kegiatan Belajar online di Sekolah TOEFL, apakah dapat meningkatkan kemampuan anda dalam mengerjakan soal TOEFL ?	Menurut saya itu semua tergantung aktif atau tidak nya kita dalam belajar di sekolah TOEFL, jika kita terus hadir dan mau benar-benar belajar, saya yakin bisa meningkatkan kemampuan saya dalam mengerjakan TOEFL.
20	Bagaimana Suasana yang anda rasakan ketika sedang melaksanakan kursus secara online di Sekolah TOEFL?	Yang pertama saya merasa senang, yang kedua saya merasa tertantang, apalagi ketika saya telat mendownload materi itu rasanya menyebalkan, karena tidak diizinkan untuk meminta materi dengan siswa yang lain. Jadi itu sangat melatih kedisiplinan.
21	Adakah Perbedaan yang signifikan antara Kursus online di Sekolah TOEFL dengan Kursus offline yang pernah anda ikuti sebelumnya ? Jika ada, bisa tolong dijelaskan perbedaan nya ?	Menurut saya sangat berbeda, karena disekolah TOEFL kita hanya bisa berkomunikasi melalui teks dan itupun tidak semua pertanyaan dijawab oleh tutor, sedangkan di kursus offline saya bisa bertanya secara langsung dan pasti dijawab oleh tutor. Tetapi di Sekolah TOEFL materinya lebih lengkap dan

		penjelasannya pun sangat rinci.
<b>22</b>	Sebagai Mahasiswa Pendidikan Bahasa Inggris, Mengapa anda saat ini mengikuti Sekolah TOEFL ?	Saya mengikuti kursus online di sekolah TOEFL karena untuk memenuhi persyaratan standard minimum skor TOEFL agar bisa lulus dari kuliah, karena jika saya tidak belajar TOEFL ditakuti saya tidak bisa melampaui persyaratan standard minimum ditempat saya kuliah.
<b>23</b>	Mengapa lebih memilih untuk kursus online di Sekolah TOEFL dibandingkan untuk kursus online atau offline di tempat lain?	Karena kursus di Sekolah TOEFL gratis dan kita dapat belajar kapanpun menyesuaikan waktu luang kita.



## Documentation



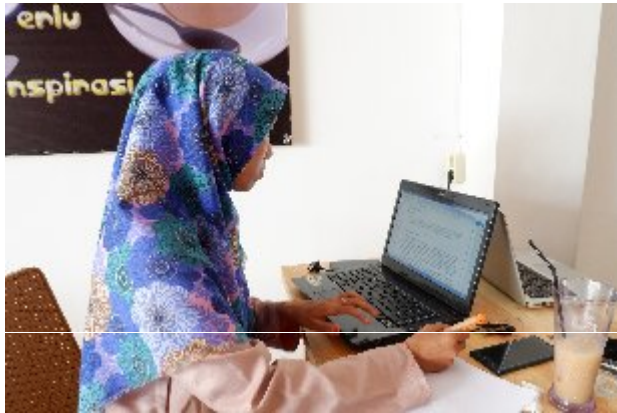
When ABP participating at Sekolah TOEFL



When ABP did QOTD at Sekolah TOEFL



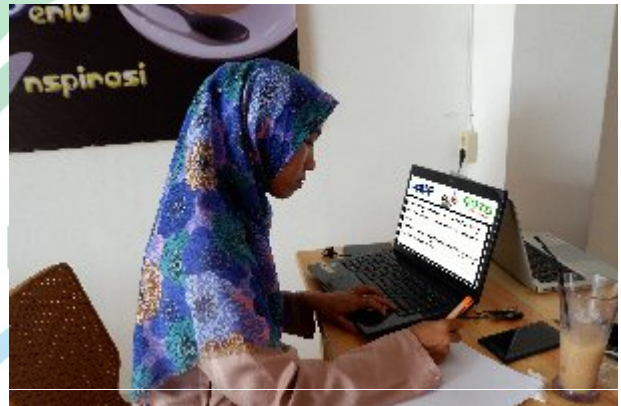
When ABP read the registration requirements TOEFL Prediction Test



**When IP participating at Sekolah TOEFL**



**When ABP read the registration requirements  
TOEFL Prediction Test**

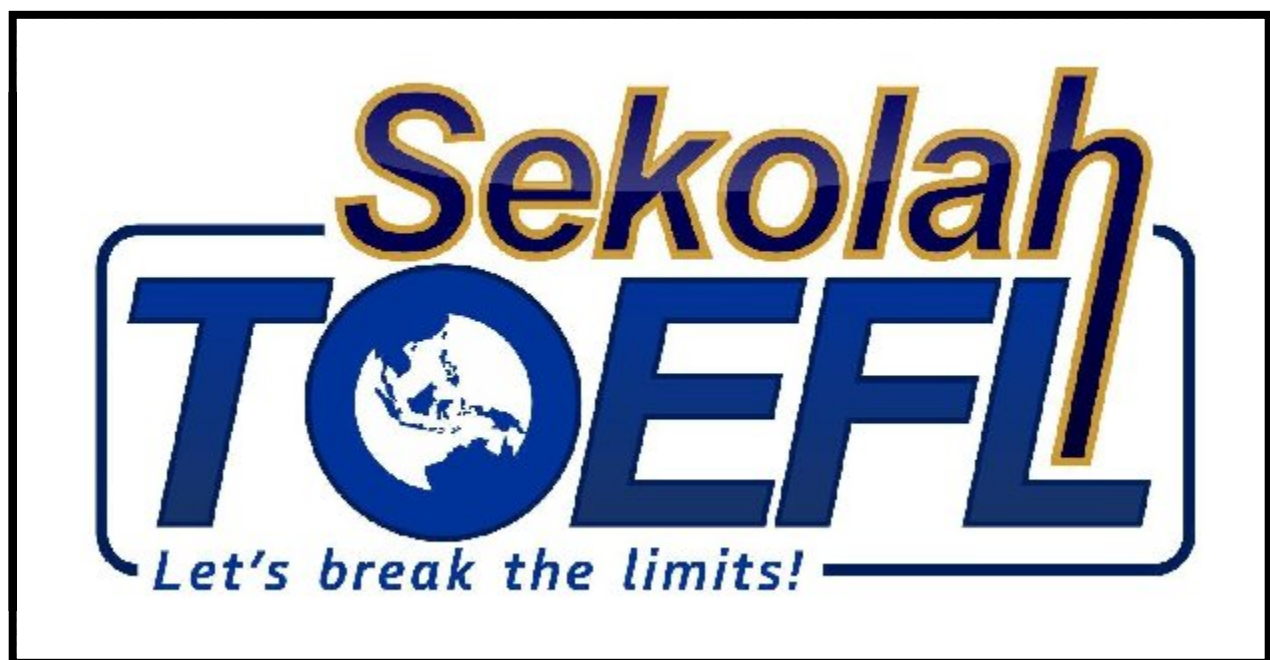


**When IP did QOTD at Sekolah TOEFL**



# SEKOLAH TOEFL

Panduan Belajar



“Jangan biarkan keterbatasan membuatmu tidak mampu  
berbuat lebih dari yang orang lain pikirkan..”

*Let's break the limits..!!!*

**Panduan Belajar Siswa**

**Sekolah TOEFL**

## **Selamat Bergabung di Keluarga Besar Sekolah TOEFL**

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Kawan...

Saya ingin bercerita tentang sebuah sekolah; sekolah yang tidak memiliki gedung; sekolah yang tidak memiliki lokasi; sekolah yang tidak memiliki dana operasional; sekolah yang tidak memungut biaya apapun; tetapi, siswa yang belajar di sekolah tersebar di berbagai daerah di Indonesia. Bahkan, beberapa ada yang sedang tinggal di luar negeri. Siswa sekolah ini bukan hanya siswa SMA dan mahasiswa, tetapi juga Pekerja Professional dan Ibu Rumah Tangga.

Di Sekolah ini, kami mencoba mendidik diri untuk tidak duduk berdiam diri menerima realita yang ada. Keterbatasan waktu, uang, atau pun fasilitas belajar bukan alasan untuk tidak bisa berbuat lebih dari yang orang lain pikirkan.

Di Sekolah ini, kami belajar membangun karakter; karakter yang tidak dibudaki oleh uang dan kesenangan sesaat. Belajar memahami apa artinya memenangkan sebuah beasiswa sebenarnya. Kami ingin bisa berbuat dan bermanfaat untuk orang lain, karena begitulah cara merayu Tuhan agar mempermudah jalan hidup kami.

Di luar sana, mimpi-mimpi kami memanggil; orang-orang menari-nari, memamerkan keberhasilan mereka meraih mimpi. Sudah pasti, cukupkan berdiam diri, waktunya menikmati perjuangan mendesain masa depan yang lebih baik.

Tidak ada hal yang bisa diselesaikan dengan ingin belaka, kawan. Sebutkan apa yang bisa selesai dengan hanya berani membangun mimpi didalam imajinasi saja, kawan. Jawabannya, tidak ada!

Bermimpilah.. dan hiduplah bersamanya. Bayar mimpimu dengan usaha, ketekunan, dan kerja keras.

Let's break the limits...!!

**Selamat! Anda sudah menjadi bagian dari kami..**



**Ingat dan laksanakan selalu ...**

### **Kewajiban Siswa Sekolah TOEFL**

1. Siswa wajib mendownload dan mengerjakan handbook mingguan. Tidak boleh minta dengan siswa yang lain. Handbook diberikan setiap hari Senin di FB Group.
2. Siswa wajib merespon “Questions of the Day” yang diberikan di FB Group setiap Selasa, Kamis, dan Sabtu.
3. Siswa wajib mengikuti Temu Online setiap hari Minggu pukul 20.00 – 22.00 WIB di Facebook Group masing-masing. Bila siswa berhalangan hadir, izin dengan mentor Budi Waluyo.
4. Siswa wajib menge-like atau komen postingan yang disebar saat Temu Online sebagai indikasi kehadirannya.
5. Siswa wajib menge-like atau komen setiap kali ada postingan informasi yang disebar di Grup FB agar keaktifan grup terjaga.
6. Siswa wajib menjaga handbook dan materi lainnya yang dibagikan di Sekolah TOEFL. Mohon, tidak memberikannya kepada siapapun.

Jika punya pertanyaan seputar materi yang dipelajari, bisa hubungi Mentor Budi Waluyo kapan saja sebelum Temu Online melalui social media dibawah ini:

Budi Waluyo | Instagram: sdsafadg | Twitter @01\_budi | Line ID: @zux2328h | BBM 58B28E56

**Mohon pahami informasi dibawah ini dengan baik:**

### **1. Facebook Grup.**

- Facebook Grup kelas anda adalah Sekolah TOEFL – 5C. Bila anda tergabung di lebih dari satu Facebook Grup Sekolah TOEFL, tinggalkan dan cukup bergabung di satu grup saja.
- Ada banyak Facebook Grup Sekolah TOEFL; tidak usah dihiraukan informasi yang tidak disebar di Facebook Grup Sekolah TOEFL – 5C. Anda cukup mengikuti semua informasi yang disebar di Facebook Grup ini saja. Informasi akan disebar secara bertahap, jadi bersabarlah dan jangan hiraukan informasi dari tempat lain.
- Semua proses pembelajaran dipusatkan di Facebook Grup Sekolah TOEFL – 5C.
- Cek secara berkala Facebook Grup ini setiap hari, setidaknya minimal 3 menit di pagi hari dan 3 menit di malam hari dalam satu hari agar tidak ketinggalan informasi.
- Semua informasi terbaru akan di pin di FB grup. Kalau buka Facebook Grup lewat HP, pastikan mengklik pinned post untuk melihatnya.

### **2. Handbook**

- Setiap minggu siswa diberikan satu handbook yang berisi materi dan latihan yang harus dipelajari dan dikerjakannya selama satu minggu tersebut.
- Link untuk download handbook akan disebar setiap hari Senin (paling lambat Selasa) di Facebook Grup Sekolah TOEFL – 5C.
- Link hanya aktif selama satu minggu bersangkutan.
- Download handbook adalah kewajiban individu siswa. Siswa dilarang meminta handbook pada teman atau memberikan handbook pada teman lainnya dengan alasan apapun.
- Siswa dapat menge-print handbook ini, lalu mempelajarinya dalam rentang waktu satu minggu.
- Siswa dapat bertanya tentang materi yang ada di handbook ke Mentor Budi Waluyo langsung melalui social media yang ada di handbook ini.

### 3. Questions of the Day (QOTD)

- Selain mempelajari materi yang ada di handbook, siswa diwajibkan menjawab QOTD yang disebar di Facebook Grup Sekolah TOEFL – 5C.
- QOTD akan diberikan setiap hari Selasa, Kamis, dan Sabtu.
- Satu QOTD berisi 2 pertanyaan yang harus dijawab oleh siswa melalui komen di Facebook Grup. Nanti Mentor akan muncul di Facebook Grup dan memberikan QOTD ini saat waktunya tiba.
- Pembahasan QOTD diberikan sebelum QOTD sebelumnya diberikan. Misal, pembahasan QOTD hari Selasa diberikan hari Kamis bersama dengan QOTD yang baru.
- Siswa diminta mengoreksi jawaban yang sudah diberikan pada QOTD sebelumnya dengan pembahasan QOTD yang telah diberikan.
- Siapkan catatan untuk menyimpan setiap pembahasan QOTD yang diberikan agar dapat dipelajari lagi nanti.
- Materi dalam QOTD bersifat acak, tidak mengikuti materi dalam handbook. Ada kemungkinan siswa akan berhadapan dengan soal yang materinya belum dipelajari.
- QOTD gunanya sebagai materi tambahan bagi siswa, dimana siswa dituntut untuk belajar menjawab soal, dan membaca cara menjawab soal lewat pembahasan yang diberikan Mentor.

### 4. Temu Online

- Setiap hari Minggu mulai pukul 20.00 sampai 22.00 WIB siswa mengikuti Temu Online di Facebook Grup Sekolah TOEFL – 5C.
- Di Temu Online ini Mentor akan membahas Materi dan Latihan yang dipelajari dalam handbook minggu bersangkutan.
- Siswa harus sudah mempelajari materi dan mengerjakan latihan yang ada di handbook sebelum Temu Online.
- Di saat Temu Online, Mentor akan membahas setiap latihan di handbook minggu bersangkutan, lalu siswa mencocokkan jawabannya sendiri.
- Bila ada pertanyaan, siswa dapat bertanya langsung lewat kotak comment.

## 5. TOEFL Prediction Test

- Setiap bulan ada TOEFL Prediction Test di Sekolah TOEFL dengan tujuan agar siswa dapat memprediksi skor TOEFL mereka.
- Walaupun siswa belum mempelajari semua skill TOEFL, siswa diharapkan memiliki pengalaman dalam mengikuti tes TOEFL dan mampu membiasakan diri serta belajar dari soal-soal yang muncul di tes.
- Mentor akan mengumumkan di Facebook Grup Sekolah TOEFL – 5C saat waktunya telah tiba.

## 6. WhatsApp Grup

- WhatsApp Grup akan dibentuk nanti setelah siswa melewati beberapa Fase 1 seleksi dalam proses pembelajaran.
- Mentor akan memberitahu saat waktunya telah tiba.

### **Anda harus pandai mengantisipasi kesibukkan yang akan datang.**

Diatas sudah dijelaskan dengan rinci tentang waktu pemberian materi di Sekolah TOEFL. Buatlah rencana dengan baik ketika akan memiliki kesibukkan.

Siswa sebelumnya ada yang tidak mengantisipasi kesibukkan di pekerjaan atau kuliahnya, kemudian banyak terlewat handbook dan materi di Sekolah TOEFL, izin pun tidak.

Lalu, tiba-tiba datang minta materi dan handbook yang dilewatinya..

Yang seperti ini jangan dilakukan. Saya tidak akan menjawab siswa yang seperti ini.

Ingat, kita tidak sedang bermain les – lesan di Sekolah TOEFL ini..

Jangan gunakan alasan kesibukkan seolah saya dan teman - teman lain di Sekolah TOEFL ini tidak memiliki kesibukkan..

Selalu ada waktu untuk sesuatu yang diprioritaskan..

### **Ringkasan Handbook dan Fase Seleksi**

- Di awal, kita akan fokus mempelajari skill – skill di bagian Structure tes TOEFL. Setelah selesai nanti baru kita akan masuk ke skill Listening dan Reading.
- Biasanya, dalam proses pembelajaran, ada siswa yang pasif, maka akan diadakan Fase Seleksi di waktu tertentu di Sekolah TOEFL.
- Kapan Fase Seleksi ini? Siswa akan diberitahu saat waktunya tiba. Siswa yang ketinggalan dalam Fase Seleksi ini dianggap gugur.
- Ingat, proses pembelajaran di Sekolah TOEFL fleksibel dan sudah disesuaikan untuk semua siswa dengan berbagai latar belakang dan kesibukkan, tetapi ada materi dan timeline yang terstruktur. Jika terlewatkan, tidak bisa mengikuti lagi.

Sebagai gambaran, berikut ringkasan yang akan dipelajari di bagian Structure. Lebih jelasnya nanti akan ada di handbook mingguan.

### **Structure**

- Week 1 sampai Week 6
- Selama 6 Minggu

### **Written Expression**

- Week 1 sampai Week 13
- Selama 13 Minggu, dimulai ketika bagian structure sudah berakhir.

Diantara minggu-minggu ini akan ada fase seleksi untuk memisahkan siswa yang aktif dari yang pasif. Mentor akan memberitahu saat waktunya tiba.

Setelah skill – skill di Structure dan Written Expression selesai, dilanjutkan dengan mempelajari skill – skill di Listening dan Reading. Mentor akan memberitahu saat waktunya tiba.

Semua yang dijelaskan di Panduan Belajar ini akan dimulai pada tanggal 4 mei 2019. Mentor akan muncul di Facebook Grup dan mulai melaksanakannya satu persatu.

Demikian panduan belajar untuk siswa Sekolah TOEFL.

Saya dulu benci dan bodoh sekali di Bahasa Inggris. Otak saya rasanya berhenti bekerja setiap kali masuk pelajaran bahasa Inggris.

Saya juga bukan berasal dari keluarga yang kaya raya. Ayah saya meninggal dunia saat usia saya 3 tahun. Sejak itu, ibu saya yang tidak tamat SD berusaha membiayai sekolah saya dengan bekerja serabutan mulai dari berjualan kue sampai menjadi pembantu rumah tangga.

Tapi, Alhamdulillah saya berhasil meraih beasiswa IFP Ford Foundation studi S2 di University of Manchester, Inggris setelah tamat S1 dan beasiswa Fulbright Presidential Scholarship studi S3 di Lehigh University, Amerika Serikat setelah tamat S2.

Tolong, jangan jelaskan ke saya tentang bagaimana rasanya menjadi orang yang bodoh di bahasa Inggris; bagaimana sulitnya membuat diri memahami bahasa Inggris.

Mohon, jangan beritahu saya bagaimana rasanya hidup dalam kemiskinan; bagaimana sulitnya hidup dalam kondisi yang serba terbatas.

Cukupkanlah mengeluh.. karena tidak akan merubah apapun selain memberikan kekecewaan.

Yuk, bersama meningkatkan potensi dan kapasitas diri agar pantas memikul prestasi yang diimpikan.

Yuk, bersama menikmati perjuangan mendesain masa depan yang lebih baik..

Let's break the limits..!!

**Mentor Sekolah TOEFL**

**Budi Waluyo, M.A.**



## Student Obligations at Sekolah TOEFL

Handbook ini hanya untuk siswa Sekolah TOEFL 2

**Ingat dan laksanakan selalu ...**

### **6 Kewajiban Siswa Sekolah TOEFL**

1. Siswa "WAJIB" mendownload dan mengerjakan Handbook Mingguan. Tidak boleh minta handbook dengan siswa yang lain.
2. Siswa "WAJIB" merespon "Questions of the Day" yang diberikan di Facebook Group setiap 2 hari sekali.
3. Siswa "WAJIB" mengikuti Temu Online setiap hari Minggu pukul 20.00 – 22.00 WIB di Facebook Group masing masing. Bila siswa berhalangan hadir, inbox mentor Budi Waluyo.
4. Siswa "WAJIB" menge-like atau komen postingan yang disbar saat Temu Online sebagai indikasi kehadirannya.
5. Siswa "WAJIB" menge-like atau komen setiap kali ada postingan informasi yang disbar di Grup FB agar keaktifan grup terjaga.
6. Siswa "WAJIB" menjaga handbook dan materi lainnya yang dibagikan di Sekolah TOEFL. Tidak membagi atau menggunakannya untuk kepentingan yang lain.

## **Budi Waluyo**

15 jam · Bethlehem, PA, Amerika Serikat

\* Temu Online Week 1 \*

Halo semua.. Selamat datang di Temu Online Perdana kalian di Sekolah TOEFL ya.

Langsung saja ya. Saya akan memberikan pembahasan exercise di handbook week 1. Lalu, silahkan cocookan dnegan jawaban kalian. Kalau ada yang bingung, silahkan tanya ya.

\* Ini link pembahasan di blog:

<https://sdsafadg.com/temu-online/week-1-structure/>

Password: Fase 1

\* Ini pembahasannya:

### Pembahasan Skill 1

Ingat, di Skill 1 ini kita belajar memahami bahwa satu kalimat benar bila memiliki minimal satu subject dan satu verb. Kalau hanya memiliki subject atau verb saja, maka kalimat salah. Selain itu, kita juga belajar mengindetifikasi yang mana subject dan yang mana verb dalam kalimat. Skill 1 ini penting sekali dan menjadi dasar dalam menganalisa soal Structure di tes TOEFL. Jadi, harapannya, setelah selesai skill 1 ini, ketika melihat soal TOEFL, apa yang harus dicari langsung? Langsung cari yang mana subject dan yang mana verbnya.

### Exercise 1.

1. Salah. Alasan: Tidak memiliki subject. Verb = Went. Bisa ditambahkan subject, misalnya subject he, menjadi dibuat 'he went' untuk membuat kalimat ini benar.
2. Benar. Subject = schedule. Verb = can be obtained.
3. Salah. Alasan: Tidak ada Verb. Subject = job. Bisa ditambahkan to be 'is', menjadi 'is available' untuk membuat kalimat ini benar.
4. Salah. Alasan: Ada dua Verb, yaitu has dan provides. Subject = computer program. Bisa dihilangkan salah satu verb untuk membuat kalimat ini benar. Satu subject hanya bisa berpasangan dengan satu verb. Dua verb berarti berpasangan dnegan dua subject.
5. Benar. Subject = Box. Verb = Can be opened.
6. Salah. Alasan: Ada dua subject, yaitu text dan it. Verb = contains. Bisa dihilangkan it dalam kalimat ini agar kalimat menjadi benar. Satu subject hanya berpasangan dengan satu verb. Dua subject berarti harus berpasangan dengan dua verb.

7. Benar. Subject = papers. Verb = should be emptied.
8. Salah. Alasan: Tidak ada Verb. Subject = departure. Bisa ditambahkan to be 'is', menjadi 'departure is scheduled' agar kalimat menjadi benar.
9. Salah. Alasan: Tidak ada subject. Verb = found. Bisa ditambahkan subject 'I', menjadi 'I found' agar kalimat menjadi benar.
10. Salah. Alasan: Dua Verb, yaitu is dan processes. Subject = machine. Bisa dihilangkan to be is dalam kalimat ini untuk membuatnya benar. Satu subject hanya bisa berpasangan dengan satu verb.

## Pembahasan Skill 2

Di skill 1 kita belajar bahwa kalimat harus memiliki minimal satu subject dan satu verb. Artinya, saat melihat soal, hal yang pertama kita cari adalah yang mana subject dan yang mana verbnnya. Nah, di skill 2 kita belajar tentang object of preposition. Semua yang ada didepan sebuah preposition disebut dnegan object of preposition, bukanlah subject. Harus selalu diingat bahwa keberadaan object of preposition didalam kalimat adalah untuk mengelabui kita atau menyulitkan kita dalam mencari subject dalam kalimat. Prepositional Phrase adalah gabungan dari preposition dan object of preposition.

## Exercise 2.

1. Benar. Subject = interviews. Verb = were carried. Prepositional phrase = by broadcasters.
2. Salah. Alasan: Tidak ada subject. Bisa dibuat 'he took'. Verb = took. Prepositional phrase = in the last possible moment, before take off
3. Benar. Subject = Flowers. Verb = Can be delivered. Prepositional phrase = at the neighborhood flower shop, in quantities, of a dozen or a half dozen.
4. Benar. Subject = reading methods. Verb = are given. Prepositional phrase = at this school.
5. Salah. Alasan: Tidak ada subject. Verb = has been practicing. Prepositional phrase = for the last three years, at various hospitals, in the country. Bisa dibuat 'the doctor has been practicing' agar kalimat menjadi benar.
6. Benar. Subject = career. Verb = was not confirmed. Prepositional phrase = in the past, in politics.
7. Salah. Alasan: Ada dua subject, yaitu shopping dan it. Verb = has improved. Prepositional phrase = in the downtown area, of the city. Bisa hilangkan it dalam kalimat ini agar menjadi benar.
8. Benar. Subject = carpenters. Verb = were given. Prepositional phrase = at the building site, with the most experience.

9. Salah. Alasan: Tidak ada subject. Verb = took. Prepositional phrase = for the fever and headache. Bisa dibuat 'she took' agar kalimat menjadi benar.

10. Benar. Subject = report. Verb = was delivered. Prepositional phrase = with complete documentation.

Note: prepositional phrase yang diminta dalam exercise ini hanya yang muncul sebelum verb. Prepositional phrase yang muncul setelah verb mungkin dan ada, tetapi tidak dijelaskan dalam penjelasan ini.

### Pembahasan Skill 3

Di skill 3 ini, kita belajar tentang appositive, sebuah kata benda atau dalam bentuk frasa kata benda yang menyulitkan kita dalam mencari subject. Jadi, selain object of prepositions yang kita pelajari di skill 2, hal lain yang bisa membingungkan atau menyulitkan kita dalam mencari Subject dalam kalimat adalah appositive. Bagaimana agar kita tidak bingung atau salah menentukan antara appositive dan subject? Perhatikan dua posisi appositive didalam kalimat. Di handbook ada dijelaskan.

#### Exercise 3.

1. Benar. Subject = owner. Verb = is undertaking. Appositive = The son of the previous owner. Yang muncul dalam kalimat adalah tipe posisi appositive yang kedua.

2. Salah. Alasan: Tidak ada subject. Verb = graduated. Appositive = a friend. Kalimat ini salah walaupun memiliki susunan appositive tipe pertama. Alasannya karena kata "last semester" adalah adverb, yang tidak bisa menjadi subject. Subject harus berupa noun. Bisa dibuat misalnya 'Bob, a friend' agar kalimat menjadi benar - adverb dihilangkan dan diganti dengan kata benda yang bisa berfungsi sebagai subject dalam kalimat ini.

3. Benar. Subject = Valentine's Day. Verb = is. Appositive = February 14, menjelaskan subject. Yang muncul adalah tipe posisi appositive yang pertama.

4. Salah. Alasan: Tidak ada subject. Verb = has decided. Appositive = the chief executive officer. Kalimat ini salah walaupun memiliki susunan appositive tipe pertama. Alasannya karena kata "At long last" adalah adverb, yang tidak bisa menjadi subject. Subject harus berupa noun. Bisa dibuat misalnya 'Mr. Smith, the chief executive officer' - adverb dihilangkan dan diganti dengan kata benda yang bisa berfungsi sebagai subject dalam kalimat ini.

5. Benar. Subject = tonight's supper. Verb = did not taste. Appositive = leftovers from last night. Yang muncul adalah tipe posisi appositive yang pertama.

6. Benar. Subject = door. Verb = was kept. Appositive = the only entrance to the closet. Yang

muncul adalah tipe posisi appositive yang kedua.

7. Salah. Alasan: Tidak ada subject. Verb = would not turn. Appositive = a wall heating unit. Kalimat ini salah walaupun memiliki susunan appositive tipe pertama. Alasannya karena kata “In the cold winter” adalah adverb, yang tidak bisa menjadi subject. Subject harus berupa noun. Selain itu, in adalah preposition, maka the cold winter adalah object of preposition yang tidak bisa menjadi subject (skill 2). Bisa dibuat misalnya, ‘the electric heater, a wall heating unit’ - adverb dihilangkan dan diganti dengan kata benda yang bisa berfungsi sebagai subject dalam kalimat ini.

8. Benar. Subject = tile pattern. Verb = brightens. Appositive = yellow flowers on a white background. Yang muncul adalah tipe posisi appositive yang pertama.

9. Salah. Alasan: Tidak ada koma yang memisahkan antara subject dan appositive. Bisa dibuat misalnya ‘The high powered computer, the most powerful ...’. Lalu, Subjectnya menjadi computer. Verb = was readied. Appositive = the most powerful machine of its type. Yang muncul seharusnya tipe posisi appositive yang pertama kalau ditambahkan koma.

10. Benar. Subject = Psychologist. Verb = was invited. Appositive = a longtime friend and confidant. Yang muncul adalah tipe posisi appositive yang kedua.

#### Pembahasan Skill 4

Di skill 4 ini, kita belajar tentang present participle. Present participle adalah bentuk -ing dari kata kerja (Verb), misal talking, playing, dan lain-lain. Dalam kalimat, berhati-hati dengan keberadaan present participle karena bisa membingungkan kita dalam mencari verb yang sebenarnya.

Present participle menjadi bagian dari verb atau berfungsi sebagai verb bila di dahului oleh “to be”. To be disini meliputi semua to be termasuk to be simple past, karena kata present participle disini merujuk pada bentuk – ing (verb – ingnya). Dalam kasus ini, kalimat akan sama seperti continuous tense. Selain itu, present participle bisa berfungsi sebagai adjective atau kata sifat ketika hanya verb-ing saja yang muncul, tanpa ada to be di depan verb-ing.

#### Exercise 4.

1. Benar. Subject = companies. Verb = will have. Present participle = offering (sebagai adjective).

2. Salah. Alasan: Ada dua verb, yaitu are completing dan should report. Present participle = completing (sebagai verb karena ada to be). Subject = Travelers. Agar kalimat menjadi benar dan present participle berfungsi sebagai adjective, to be are dihilangkan, sehingga yang digunakan hanya completing. Ingat, satu subject hanya berpasangan dengan satu verb. Di

kalimat ini, subjectnya hanya travelers, jadi verbnya hanya boleh satu.

3. Benar. Subject = artisans. Verb = were demonstrating. Present participle = demonstrating (sebagai verb karena ada to be). Ini tipe kalimat continuous tense biasa. Tidak ada present participle yang berfungsi sebagai adjective dalam kalimat ini. Ingat konsep skill 1: kalimat benar selama minimal memiliki subject dan verb.

4. Salah. Alasan: Ada dua verb, yaitu are giving dan attract. Subject = fraternities. Present participle = giving (sebagai verb karena ada to be). Agar kalimat menjadi benar, to be are dihilangkan, sehingga yang digunakan hanya giving dan berfungsi sebagai adjective – ini membuat subject fraternities hanya berpasangan dengan verb = attract saja.

5. Benar. Subject = team. Verb = is awarded. Present participle = winning (sebagai adjective).

6. Salah. Alasan: Ada dua verb, yaitu was trying dan was interrupted. Subject = speaker. Present participle = trying (sebagai verb karena ada to be). Agar kalimat menjadi benar, to be dihilangkan, sehingga hanya digunakan trying dan berfungsi sebagai adjective – ini membuat subject speaker hanya berpasangan dengan verb was interrupted saja.

7. Benar. Subject = fruits. Verb = were rotting. Present participle = carrying (sebagai adjective). Subject dan Verb kalimat sudah ada.

8. Benar. Subject = Students. Verb = should complete. Present participle = desiring (sebagai adjective). Subject dan Verb kalimat sudah ada.

9. Salah. Alasan: Ada dua verb, yaitu were announcing dan received. Subject = advertisements. Present participle = announcing (berfungsi sebagai verb karena ada to be). Agar kalimat menjadi benar, to be dihilangkan, sehingga yang digunakan hanya announcing dan berfungsi sebagai adjective – ini membuat subject advertisements hanya berpasangan dengan verb received saja.

10. Benar. Subject = spices. Verb = were. Present participle = flavoring (sebagai adjective). Subject dan Verb kalimat sudah ada.

Note:

- Kalau sudah ada kata kerja, maka kata kerja satu lagi menjadi present participle yang berfungsi sebagai adjective. Jika tidak, akan ada dua verb. Satu subject hanya berpasangan dengan satu verb.

- Present participle disini yang dicari adalah yang berfungsi sebagai adjective yang bisa diletakkan di kalimat.



### Pembahasan Skill 5

Di skill 5 ini, kita belajar tentang past participle, yaitu bentuk Verb 3 tanpa didahului to be atau bentuk perfect tense (has/have/had). Past participle menjadi kata verb sebenarnya bila didahului oleh to be atau bentuk perfect tense (has/have/had).

Verb 3 ada dua jenis: regular verbs dan irregular verbs. Regular verbs bisa diketahui dengan melihat akhiran kata yang memiliki -ed. Misal, decide - decided, plant - planted. Irregular verbs sulit untuk diketahui karena bentuk verb 1, 2, dan 3 berbeda. Perlu dihafal agar bisa berhati-hati dengan bentuk irregular verbs. Misal, buy - bought, know - known. Selain itu, hati-hati untuk regular verb, karena bila yang muncul dikalimat adalah verb 2, katanya tidak perlu didahului oleh to be agar berfungsi sebagai kata kerja. Ini bisa membingungkan karena bentuk verb 2 dan verb 3 regular verbs sama.

Past participle disini merujuk pada verb 3 – nya. Artinya, kalau berfungsi sebagai verb, to be didepan Verb 3 ini meliputi to be untuk semua tenses termasuk to be simple present.

#### Exercise 5.

1. Salah. Alasan: Ada dua verb, yaitu was offered dan was not accepted. Subject = money. Past participle = offered (sebagai verb karena ada to be). Agar kalimat menjadi benar, to be dihilangkan, sehingga yang digunakan hanya offered dan berfungsi sebagai adjective ini membuat subject money hanya berpasangan dengan verb was not accepted.
2. Benar. Subject = car. Verb = had stalled. Past participle = Listed (sebagai adjective).
3. Salah. Alasan: Ada dua verb, yaitu were taught dan will be. Subject = chapters. Past participle = taught (sebagai verb karena ada to be). Agar kalimat menjadi benar, to be dihilangkan, sehingga yang digunakan hanya taught dan berfungsi sebagai adjective – ini membuat subject chapters hanya berpasangan dengan verb will be (be disini adalah to be yang berfungsi sebagai verb).
4. Benar. Subject = loaves. Verb = were baked. Past participle = baked (sebagai verb). Ini kalimat pasif bentuk simple past biasa.
5. Salah. Alasan: Ada dua verb, yaitu were reached dan were. Subject = ports. Past participle = reached. Agar kalimat menjadi benar, to be dihilangkan, sehingga hanya reached yang digunakan dan berfungsi sebagai adjective – ini membuat subject ports hanya berpasangan dengan verb were (were disini adalah to be yang berfungsi sebagai verb dalam kalimat).
6. Benar. Subject = those. Verb = were arrested. Past participle = suspected (sebagai adjective).
7. Salah. Alasan: Ada dua verb, yaitu is served dan is. Subject = pizza. Past participle =

served (sebagai verb karena ada to be). Agar kalimat menjadi benar, to be dihilangkan, sehingga yang digunakan hanya served dan berfungsi sebagai adjective – ini membuat subject pizza hanya berpasangan dengan verb is (is disini adalah to be yang berfungsi sebagai verb dalam kalimat).

8. Salah. Alasan: Ada dua verb, yaitu are listed dan have. Subject = courses. Past participle = listed (sebagai verb karena ada to be). Agar kalimat benar, to be dihilangkan, sehingga yang digunakan hanya listed dan berfungsi sebagai adjective – ini membuat subject courses hanya berpasangan dengan verb have. Have disini adalah verb 1 bukan auxiliary verb have pada present participle.

9. Benar. Subject = tenants. Verb = were invited. Past participle = invited (sebagai verb). Ini kalimat pasif bentuk simple past biasa.

10. Benar. Subject = bills. Verb = will be credited. Past participle = paid (sebagai adjective).

Note:

- Bila past participle berfungsi sebagai verb seperti di nomor 9, kalimat benar bila tidak ada verb lain.

#### Exercise Skills 1 - 5.

1. Benar. Subject = students. Verb = can add.

2. Salah. Alasan: Tidak ada subject. Bisa dibuat 'she went'. Verb = went.

3. Salah. Alasan: Ada dua verb, yaitu were grown dan were harvested. Subject = fir trees. Seharusnya to be pada 'were grown' dihilangkan, sehingga hanya digunakan grown yang berfungsi sebagai past participle adjective.

4. Benar. Subject = oranges. Verb = were falling.

5. Benar. Subject = papers. Verb = will contain. Past participle = being delivered (sebagai adjective)

6. Salah. Alasan: Tidak ada verb. Bisa dibuat 'is in the shopping mall'. Subject = specialty shop.

7. Benar. Subject = portraits. Verb = are. Past participle = exhibited sebagai adjective.

8. Salah. Alasan: Tidak ada subject. Bisa dibuat 'he threw'. Verb = threw.

9. Salah. Alasan: Ada dua subject, yaitu construction dan it. Hilangkan it untuk membuatnya benar.

10. Benar. Subject = applicants. Verb = have. Present participle = returning sebagai adjective.

Exercise 1 – 5 (Pilihan Ganda)

1. B. Subject = North Platte River. Kalimat membutuhkan verb.
2. A. Verb = received. Kalimat membutuhkan subject.
3. A. Subject = pride. Kalimat membutuhkan verb.
4. D. Verb = are. Kalimat membutuhkan subject.
5. C. Subject = tetracyclines. Verb = are used. Kalimat membutuhkan pelengkap appositive.
6. C. Subject = assistance. Kalimat membutuhkan verb.
7. A. Subject = Henry Adams. Kalimat membutuhkan verb.
8. B. Subject = cause. Kalimat membutuhkan verb.
9. D. Kalimat membutuhkan subject dan verb.
10. A. Subject = map. Kalimat membutuhkan verb.

